

Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

Headteacher: Natalie Horlor
School address: Brooklime Way, Tamworth, Staffordshire, B79 0FD
Telephone number: 01827 949310
Email: office@ankervalley.org



Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----

How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

How will we identify children or young people with SEND?

At Anker Valley, we pride ourselves on knowing and valuing all pupils. We have rigorous on-going teacher assessments and fortnightly pupil progress meetings with the leadership team to identify and discuss focus children making less than expected progress. If progress continues to be a concern, despite high quality teaching in the classroom and additional keep up interventions, the teacher will discuss their concerns with the SENDCo. A discussion with parents will then be initiated and a four-part cycle, known as the graduated approach, begins—Assess, Plan, Do, Review.

The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach, and more specialist expertise can be accessed if required. Further details can be found in our SEND policy on the school website.

A child at Anker Valley may be identified as having additional needs if:

- Progress and / or attainment are not in line with expected.
- A concern is raised regarding self-esteem, concentration, attitude or behaviour, and extra support is required to help improve this.
- Concerns are raised by parents/carers, teachers, other settings, or the child.
- There is a change in the pupil's behaviour or progress.
- External agencies involved raise concerns.
- A health diagnosis is received from a paediatrician.
- A child has an EHCP will already have many of their needs identified and a placement at our school will be made by the Local Authority.

After identification, what would our first steps be?

- Quality first teaching, in the first instance, will ensure that work in class is differentiated to meet your child's needs.
- Any additional support in class may be provided to your child by the class teacher and /or teaching assistant.
- Your child may be placed in a small intervention group for specific areas of learning e.g., fine motor skills, spelling, handwriting, and English or Maths. Again, this may be delivered to your child by the class teacher and / or teaching assistant.
- Interventions will be reviewed half termly and the length of time, duration of the intervention may vary according to the needs of the child.
- Interventions will be delivered following the response of assess, plan, do, review.
- Reviews will inform the effectiveness of the provision, inform future planning, and identify next steps.
- Early help may be recommended and applied for, with parental consent. This may be in the form of support from Malachi or Early Help.

----- Click here to return to the front page -----

How we identify and assess needs

Information Report Regulations

What should I do if I think my child or young person needs extra help?

The initial point of contact is the class teacher. They are usually best placed to discuss your concerns and to identify the next steps in supporting your child. If you require further support, please book an appointment with the Head of School and SENDCo, Natalie Horlor via the school office.

We pride ourselves on listening to and building positive relationships with our parents and encourage you to contact us with any concerns about your child that you may have.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

Please use this link [Fierté Portal \(fiertportal.org\)](https://www.fiertportal.org) in order to access the following policies:

- Admissions Arrangements
- SEND Policy
- Accessibility Plan
- Assessment Policy
- Behaviour Policy
- Health and Safety Policy
- Equality Policy
- Teaching and Learning Policy
- Remote Learning Policy

From here you will be able to access policies specifically for the academy and those which are trust wide.

Further information about the setting can be found via the academy's main website: <https://www.ankervalley.org>

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

The class teacher has a responsibility to deliver high quality teaching and will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. There may be additional adults e.g., teaching assistant, family support worker, trust well-being lead working with your child either individually or as part of a group. This will be well documented in their provision maps and interventions.

All learning activities within class are planned and differentiated at an appropriate level, so that all children can access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class. However, on occasions, this might be individually differentiated, this is all planned carefully.

The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate. The content of this support will be explained to parents when support begins, as part of a child's intervention of learning and is reviewed and updated half termly.

If your child has been identified as having SEND, they will have an Individual Support Plan that has no more than three targets that specifically meet the needs of your child and enable them to make progress. They will be shared with you and reviewed regularly (termly) alongside you. If your child has complex SEND, they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress annually (annual review).

Children with SEND will have access to the appropriate resources needed to help them to make progress e.g., phonic / word mats, coloured overlays, Numicon, visual timetable, etc.

How can you support learning at home?

Curriculum newsletters are available and updated half termly on the school website, alongside home-learning weekly tasks that are achievable, and choice based. These will explain the learning that is taking place throughout the half term and how you can support with this at home.

The class teacher may suggest ways in which you can support your child with their learning at home. This may be reinforcing methods used within the curriculum or regular targeted work on reading, writing or maths. We will also offer workshops during the year to demonstrate the EYFS curriculum and KS1 curriculum, written calculation methods in maths or the teaching of phonics. This is to enable parents to feel fully informed to be able to support learning at home.

You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can also offer advice and practical ways that you can help to support your child at home, as well as provide an opportunity for you to discuss your child's learning, emotional and social needs.

Teaching, Learning and Support

Outside agencies may also suggest ways in which you can support your child's learning at home.

Our SENDCo team and SLT (Senior Leadership Team) will oversee the progress of any child identified as having SEND. The SENDCo reports to the Head of School, Executive Headteacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children to always maintain confidentiality. The governor responsible for SEND also meets regularly with the SENDCo. The governors and SLT agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need to make progress. This will include resourcing appropriate equipment and facilities.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Class teachers at Anker Valley, will consider the needs of all pupils in their class and will ensure that they have equal access to the curriculum, through well matched differentiation.

Pupils identified as having SEND, will be given access to the curriculum through high quality SEND provision provided by the school, as far as possible and in line with the wishes of the parent and the needs of the child. Provision and adaptations offered to SEND learners may include:

- Teaching assistants being allocated to work with your child in a 1 to 1 situation or a small group to target more specific needs.
- Targets on your child's Individual Support Plan (ISP) set according to the needs of your child that are monitored by the class teacher regularly. The Head of School and SENDCO will also monitor this on termly basis.
- Class teacher informing you each term of the progress your child is making. If your child has an ISP, a copy will be given to you. We would very much welcome your feedback and comments on the ISP targets, which can be recorded on the sheet.
- If appropriate, specialist equipment may be recommended and provided for your child e.g., laptops, writing slopes, reading overlays, special scissors, pencil grips etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Individual timetables for those children who have significant needs and maybe restrict them from accessing the same work as their peers (EHCP).

Our inclusive ethos will endeavour to ensure that every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents to discuss alternative more flexible arrangements.

How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?

Teachers plan using children's attainment levels, differentiating and adapting tasks to ensure progress for every learner in the classroom. The environment will be adapted to include prompts.

Teaching, Learning and Support

What additional learning support is available?

Teaching assistants will support pupils on a 1:1 basis or in a small group when it is required. This may involve pre-teaching, support during an activity or a follow up session after the lesson. Outside agencies will also be contacted for support and advice.

Who will oversee and plan the education programme?

Each class teacher will oversee and plan the educational programme and is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
 - The SEND Governor will monitor annually at a minimum to ensure needs are being met.

The class teacher/ SENDCo will also seek support and advice, when required, from other outside agencies.

What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?

Prior to the taking of any examinations (SATs), evidence will be gathered to help gain extra support for those children who need it: extra time, prompters, scribes etc.

Modified papers can also be ordered: enlarged scripts, visuals etc.

How resources are allocated to meet children or young people's needs?

The annual school budget allocates an amount of money for supporting children with SEND.

The Senior Leadership Team decide on the allocation of the budget for Special Educational Needs and Disabilities in consultation with the local governing body, based on needs in the school.

Additional funding may also be secured if a child has an EHCP.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)

Sometimes, pupils need support which is different or additional to that of his / her peers. Any adjustments or interventions put in place for a child will be clearly detailed and shared with relevant staff, parents / carers and the pupils, as necessary. This may be as a result of a conversation with a class teacher or with outside agencies e.g. Speech and Language.

Teaching, Learning and Support

The amount of support that a child will receive will be dependent on his / her specific need. For a child who requires a low level of support to perhaps assist with 'new learning' and / or to 'close the gaps' in his / her learning may be given extra support by the teacher or TA (Teaching Assistant) whilst in class or during some assembly or afternoon sessions.

A child who has a higher level of need may be taken out of the class at key points to access an intervention run by a trained member of staff to make learning more accessible for that pupil.

If a child has an EHCP (Education, Health, and Care Plan) they may be allocated hours of targeted support for all or part of the school day. However, this is not the case for every child with an EHCP. The decision whether a child requires targeted support will ultimately be made by the professionals, parents and school. This decision will be based on the child's individual needs and the needs of the class that he / she is in. We also consider the advice given by any outside agencies who have had an input into the child's EHCP and on the advice from the schools Educational Psychologist.

As a parent, your contribution is valued at every stage of the process.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.

All intervention materials are bought and provided by the school.

Standard additional equipment like pencil grips are kept in school and teachers are free to trial equipment like this with children they feel may need it in their class. Depending upon a child's needs, additional equipment may have to be purchased as recommended by an outside agency. The school may purchase this equipment for use by the child and once it is no longer needed, the school retains it for future use.

Equipment might include:

- a sloping board
- a stability cushion/air cushion
- fidget toys
- talking tins
- hearing loops/aids

Teaching, Learning and Support

- visual aids / laminates
- Interpreter

Forest School

Forest School is an extremely important part of our curriculum and plays a key part regarding the spiritual, social, emotional, and personal development of our children. Every child accesses Forest School sessions once per week by a qualified Forest School leader.

Learning Interventions

Our support and teaching staff are highly trained to deliver several intervention programmes to support children's learning including Little Wandle Keep Up Phonics and Nuffield Early Language Intervention. Pupils identified as needing a support programme will have regular sessions delivered by a teacher / teaching assistant. The progress made will be measured using Provision Map.

How will you and I know how my child or young person is doing? *(IRR)*

How will you assess my child's progress? How often will my child's progress be reviewed, and how will this be done?

Anker Valley Primary Academy makes use of the Fischer Family Trust Tracking System to assess what the children have learned and records and track their results. We use key objectives from the National Curriculum 2014 which together, represent what school feels that most children should be able to successfully attain by the end of each year.

- EYFS class teachers use the Early Years Foundation Stage to make judgements with reference to EYFS curriculum areas.
- KS1/ KS2 class teachers look in detail at curriculum areas and track progress using FFT for Reading, Writing, Maths and Science.
- Towards the end of each half term, class teachers make judgements as to how far a child has progressed towards meeting the individual objectives. These are recorded on FFT.
- Evidence to support judgements may be found in books or through direct observations of teachers or practitioners. Regular scrutiny of books and learning journeys are undertaken by subject leaders, the Senior Leadership team (SLT), Trust Leaders and inspectors/advisers. This evidence is used in regular moderation within year group phases (e.g., lower KS2 and upper KS2) to ensure that there is consistency in assessment across parallel classes and in year groups across the trust (termly).

The school will assess each child's current levels of attainment to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and Special Educational Needs Coordinator will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next

Teaching, Learning and Support

steps of the child's learning.

- Complete intervention and target setting on Provision Map.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. For children who have not previously been identified as SEN, but are not making the expected progress, teachers must use the Graduated Approach established in school.

In the first instance, teachers will identify a pupil as a 'focus child' and put appropriate interventions in place to support. Once intervention support has been instigated and monitored, if there is no improvement, after discussion with the Special Educational Needs Coordinator, an Individual Support Plan will be completed.

The Graduated Approach - 'Assess, Plan, Do, Review'

Assess

The class teacher will liaise with the Special Educational Needs Coordinator to assess the child's needs. Parent views and the child's views will be considered. In some cases, we will talk to other professionals who work with the child and may seek advice from an educational psychologist, specialist teacher or health professional to help inform any assessments and planned support. This will be arranged by the Special Educational Needs Coordinator.

Plan

We will formally notify parents when the decision is made to place a child at SEN Support status. The plan of support will be agreed with them and, where appropriate, the child. Information will be recorded on the Provision Map and a Learning Passport and learning programme will be completed by the teacher. Interventions and support will be put in place and the outcomes to be recorded on the Provision Map, after delivery.

Do

The class teacher is responsible for working with the child on a daily basis. This may mean that the child receives some 1:1 teaching or small group work. Teachers will also work closely with teaching assistants or specialist staff involved, to link the interventions and plan of support to the classroom teaching. The Special Educational Needs Coordinator will provide further support to staff to assess the child's strengths and weaknesses, if required.

Review

The provision will be reviewed regularly with the parent and child (at least termly). The review should evaluate the effectiveness of the support, the quality and impact on the child's progress towards the agreed outcomes. Parents and pupils need to be invited to sign the individual child's reviewed learning programme and a photocopy provided to parents and the original kept within the child's SEN online file. The Special Educational Needs Coordinator will monitor these documents and advise staff accordingly.

Teaching, Learning and Support

How will I know what progress they should be making?

What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes?

Attainment and progress towards the identified targets and outcomes will be shared with parents at least termly at SEN reviews and also through the school reporting system and Parents' Evenings.

A home-school diary may be used to communicate with school on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the Special Educational Needs Coordinator, at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success.

Please contact the school office who will arrange this appointment for you. The contact number is 01827 949310. Alternatively, they can email the SENDCO directly on nhorlor@ankervalley.org

Children with an EHCP will be greeted and accompanied on to the playground each morning, allowing any communications to be passed on to a member of staff. Similarly, at the end of the school day, parents will be updated on the happenings from the day, if required.

How will you explain to me how learning is planned?

Teachers plan using children's achievement levels, differentiating and adapting tasks to ensure progress for every learner in the classroom

When a child has been identified as having SEND, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily

Adaptations may include strategies suggested by the Special Educational Needs Coordinator and / or external specialists

In addition, if it is considered appropriate, children may be provided with specialist equipment or resources such as ICT, a coloured reading ruler for children with dyslexic tendencies and/or additional adult help. All action taken by the class teacher will be recorded and shared with parents.

How we work with specialist services to support learning

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records to establish which strategies have already been employed, which targets have previously been set and the success of these. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.

Teaching, Learning and Support

- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

How will you help me to support their learning? *(IRR)*

As we pride ourselves at Anker Valley on the close working relationship that we have with our parents, class teachers are always available to offer suggestions for ways in which you can support your child with their learning at home. This may be reinforcing methods that are used within the curriculum or regular targeted work on reading or maths.

In order for parents to feel fully informed and able to support their children at home, throughout the academic year, we will offer workshops to:

- Demonstrate written methods of calculation in maths.
- Explain the teaching sequence and methodology of Little Wandle Phonics.
- Model approaches for reading 1:1 with your child.
- Explain the expectations of the curriculum in different key stages.

Our weekly newsletter provides parents with an insight into the learning that has taken place in each class that week. We also use Tapestry in EYFS and Key Stage 1 to share learning in school and it is an opportunity for parents to share learning that has taken place at home. Homework is also set on Tapestry. You will also be invited to Inspire Workshops that will take place throughout the academic year. This will be an opportunity for you to work with your child within the school environment. Towards the end of each academic year there will be curriculum showcase afternoons, which will provide you with the opportunity for your child to share their learning with you.

In addition to this, class teachers and then the Head of School and/or SENDCo may also meet with you to discuss how to support your child with their learning, emotional and social needs, etc.

If you have been referred to outside agencies (e.g., Malachi, Educational Psychologist, Community Paediatrics, School Nurse) they may also suggest ways in which you could support your child at home.

Teaching, Learning and Support

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

At Anker Valley, we believe that children should play a major part in the target setting process and are involved in planning and evaluating their ISP's (Individual Support Plans). Furthermore.

- Teachers will share targets with the children, and they will be involved in setting and agreeing their ISP targets at a level which is appropriate for the child.
- Learning objectives will be discussed daily with the children during work linked to their targets.
- Children will be invited to contribute to their annual reviews (at a level that is appropriate for the learner).
- Children complete verbal / written questionnaires about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child.
- Children are also encouraged to write (or verbalise) a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on the ISP.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Special Educational Needs Coordinator to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, school staff will adopt a graduated response and follow the process of assess, plan, do and review. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual.

If we refer a child for an Education Health and Care Needs Assessment, we will provide the LA with a record of our work with the child to date. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted, and specific intervention put in place and monitored for a period of up to 6 weeks using the school format, an initial teacher concerns sheet. If no progress is noted after this time the child may then be

----- Click here to return to the front page -----

Teaching, Learning and Support

monitored. The class teacher, after discussion with the Special Educational Needs Coordinator, will provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the Special Educational Needs Coordinator and child. If little or no progress is made after one or two terms, the child will be added to the school SEN register and parents informed.

- How will you involve parents and carers in this process?
- How will you involve children and young people in this process?

For children with SEND including an Education Health and Care Plan, strategies employed to enable the child to progress will be recorded within a Learning Programme.

These will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date - the programme is reviewed three times a year with parents whose support is vital if progress is to be achieved and maintained
- The child's views will also be sought and taken into account.

Does the setting, school or college use feedback mechanisms or surveys?

All parents receive parental questionnaires, based on the Ofsted framework as well as areas of school priority, regularly to inform school of their views and to help evaluate what is working well and identify areas of improvement. In addition to this, parents of children with SEND are also invited to provide feedback through a SEND survey.

----- Click here to return to the front page -----

Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Inclusion at the start and end of the school day and during break and lunchtimes

Teachers will be available on the exterior classroom.

Inclusion in activities outside the classroom including school trips

Keeping students safe and supporting their wellbeing

At Anker Valley, we try to ensure every child can access all the activities in and outside of the classroom including school trips; we would look at the child's individual needs and plan accordingly with the parents. General and location specific risk assessments are carried out by the class teacher and are approved by the Educational Visits Leader and the Head of School. These procedures are put in place to enable all children to participate. If a health and safety risk assessment suggest that an intensive level of 1:1 support is required, additional staff will be included on the trip.

In some medical cases, we may invite parents to support their child on trips. We will also ensure that at least one member of staff on every visit is paediatric first aid trained.

Risk assessments have been undertaken for equipment and apparatus used during PE sessions and staff have been trained to use apparatus safely. Where children have specific needs, 1:1 support may be provided to enable them to access equipment and apparatus safely.

Daily risk assessments are undertaken in the Early Years, to ensure that the outdoor continuous provision is safe to access e.g., no damaged parts, has not been affected by weather conditions, etc. The risk assessment is shared with all staff members in the classroom and where appropriate with the children.

Pupils with medical needs e.g epilepsy will be provided with a detailed Health Care Plan to outline how they will be supported in school. This will be compiled by school in partnership with parents, well-being support staff and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

At Anker Valley Primary Academy, we are fortunate to be able to access support for our pupils from our Trust Well-Being lead to support all learners including those with SEND. Support is provided either in the classroom or in our SEN resource base.

The Academy has an Anti-Bullying Policy alongside a Trust Mental Health and Well-Being Policy which can be accessed on the school website.

In addition to this, the school raises awareness of SEMH and Anti-Bullying by celebrating:

- Anti-Bullying Week (Odd Sock Days)
- E Safety Day
- Mental Health Awareness Days

Keeping students safe and supporting their wellbeing

On the playground, there is a Buddy Bench, which the children can access should they need peer or adult support during break times and lunchtimes. Staff support pupils where necessary with friendship difficulties which may arise and raise the profile of anti-bullying and positive mental health through the academy PSHE and RSE scheme. If a pupil is new to the school, a buddy will be assigned to support them until they are settled into life at Anker Valley.

At Anker Valley, we understand the importance of positive mental health for both staff and learners. Senior leaders carry out well-being surveys to identify developmental points and measure SEMH development.

How will you manage my child or young person's medicine or personal care needs?

Children with medical needs are provided with a detailed Health Care Plan, compiled in partnership with the school nurse, parents and hospital medical advisors where appropriate. The child is involved whenever appropriate, as recommended in the Statutory Guidance Supporting children at school with medical conditions (DfE) Dec 2015.

Staff who volunteer to administer and supervise medications, will complete formal paediatric first aid training.

All medicine administration procedures adhere to Staffordshire local authority policy and Department of Education (DfE) guidelines and are identified in the school medicine administration policy (see School website).

In the case of a medical emergency, school will follow the details on the individuals Health Care Plan.

We work closely with parents, allowing children to attend medical appointments when necessary.

What support is there for behaviour, avoiding exclusions and increasing attendance?

The school has an adopted behaviour policy which is available on the school website.

If a child has significant behaviour difficulties, an individual risk assessment and a positive behaviour management plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.

The academy works closely with parents, behaviour support and any services linked to the child's needs.

The school has an adopted attendance policy which is available on the school website.

Attendance of every child is monitored daily by the school. Lateness and absence are recorded and reported to the SLT who may involve the Early Help Assessment Team or Children's Services if this becomes a concern.

----- Click here to return to the front page -----

Keeping students safe and supporting their wellbeing

Our Academy Behaviour and Attendance Policies can be accessed using the following link: [Anker Valley Primary Academy - Policies](#)

How do you support children who are looked after by the local authority and have SEND?

Our Designated Teacher for Looked After Children is our SENDCO, Mrs Natalie Horlor.

The school will work with the Virtual School, who ensure effective systems are in place for LAC. Some children may not be identified as SEND when they are first looked after, and we will work with carers to address any concerns and quickly and effectively assess and address any additional needs.

All LAC have a Statutory Care Plan which is drawn up by the local authority.

The Personal Education Plan (PEP) is a legal part of the Care Plan and is a statutory requirement for LAC in education.

Where a LAC pupil with SEND has an Individual Support Plan in place, this will work alongside the PEP.

Working Together

Who is involved in my child's education?

If your child has a special educational need or disability, there could be a range of professionals involved in supporting them in school. Each has expertise in an area which is used to have as complete an approach to your child's needs as possible. Often, only a small number of professionals is involved and your child's class teacher or SENDCo will explain who they are and what they do.

The process of assessment and support for a child with more complex SEND may require the expertise of many different specialists involved in different aspects of your child's needs. Below are some of the main professionals who may be involved.

Class teacher - Your child's class teacher is responsible for your child's safety and education. They will use their skills and knowledge to put in place any interventions of adaptations to ensure your child can access their learning successfully. Very often, the class teacher will be able to put in place everything which is needed without the need for professionals outside of school. They are the key person to talk to about any concerns you have about your child and for updates on how your child is doing.

Special Educational Needs and Disability Coordinator (SENDCo). Every school has a teacher trained as a SENDCo. They have a wide role within school. They do not deliver interventions as a SENDCo but are responsible for ensuring that the needs of children with SEND are being met. Their role includes supporting the identification of children with special educational needs; coordinating SEND provision; liaising with professionals outside of school; supporting school to meet all its legal requirements; developing the strategic SEND policy with the head teacher and governors.

Malachi - Malachi are a group of professionals who support families in Staffordshire. They offer expertise in family support, improving school attendance and supporting behavioural, emotional, and developmental needs. They offer family support through range of strategies including sign posting therapies, counselling or courses all aimed at helping young people and their families achieve their best. Malachi referrals are made via school, through the trust well-being lead or the SENDCo.

Educational Psychologist (EP) - An EP is a highly trained specialist who supports children and young people with additional needs so that they can maximise their learning. EPs make assessments of a child's strengths and difficulties and recommend either further investigation or actions aimed at improving a child's ability to access their learning successfully. An EP may become involved if the interventions available to school are not having the desired impact or if an assessment for an EHCP has been applied for. EPs are in very high demand and work on priority cases within school.

Childhood and Adolescent Mental Health Service (CAMHS) - CAMHS are part of the NHS who assess, diagnose, and treat young people with emotional, behavioural, or mental health difficulties. They cover a very wide range of difficulties with a multi-discipline team including nurses, therapists, psychologists, support workers

----- Click here to return to the front page -----

Working Together

and social workers, as well as other professionals. Referrals to CAMHS are made through the trust well-being lead or the SENDCo. Demand for CAMHS is very high and waiting times for the initial assessments can take several months.

Special Educational Needs and Disabilities Information, Advice and Support Services (SENDIASS) - This team is a confidential and independent, free service provided by the Local Authority. They can support parents/young people at any stage of Special Educational Needs Support, EHC assessment, or reviews, including support around making an appeal. SENDIASS will ensure that parents or carers are fully included in the Education Health Care (EHC) needs assessment process from the start; fully aware of their opportunities to offer views and information; consulted about the content of the plan. Their website can be found [SENDIASS SEND IASS - Staffordshire Family Partnership \(staffs-iass.org\)](http://staffs-iass.org)

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

When a child joins Anker Valley, transition meetings take place between our school and the previous school or nursery, to ensure that we have a clear picture of your child's needs. Any information will be passed on including any SEN or EHC plans. These plans are then shared with the new teacher and all relevant staff who work with the child including teaching assistants, the SENDCo and the trust well-being lead. If the needs include medical or behaviour, emotional or social needs then the plans may also be shared with additional staff such as lunchtime staff / supervisors to ensure that all adults working with your child are aware of their needs.

Regular meetings are held (Pupil Progress Studies) to ensure that everyone is aware of updates or changes to a pupil's needs.

For a child with an EHC plan, review meetings will be held annually to review the outcomes.

These meetings will involve all professionals working with your child together with parents and the children themselves.

What expertise do you have in relation to SEND? (IRR)

At Anker Valley, we recognise the importance of the need to train all our staff on SEND issues and have funding allocated to be able to support this. The academy has a development plan and improvement plans that are reviewed termly and include relevant identified training needs for all staff to improve the teaching and learning of children including those with SEND. This might include staff training on SEND issues or training to support identified groups of learners in school, such as autism, dyslexia etc. Whole staff training facilitates sharing of knowledge, strategies, and experience to ensure consistency of the Academy's provision for children with SEN. We audit staff training regularly and looks at gaps in knowledge to help plan for staff training.

The SENDCo, along with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified using provision management. Teachers and support staff attend in house training and courses delivered by outside agencies that are relevant to the needs of specific children.

----- Click here to return to the front page -----

Working Together

The SENDCO and teachers work closely with specialists who might provide advice or direct support as appropriate. The SENDCO attends relevant SEND courses and conferences, Family SEND meeting and SEND Hub meetings, as well as trust SEND meetings.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)

Anker Valley Primary Academy has access to Autism Outreach, and they will meet regularly with those pupils in school who have a full diagnosis.

We have close links with our Educational Psychologist who provides information for staff training on a range of issues.

The school nurse and medically trained professionals deliver training on issues such as asthma, epilepsy and physiotherapy programmes.

The academy has regular access to advice from a range of service providers including the local district SEND and Inclusion hub.

The SEND department work with speech and language therapists, physiotherapists and other health professionals who are involved with students attending school and a wide range of external agencies which include:

- Autism Outreach Team
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- CAMHS
- Malachi
- Occupational Therapy
- Educational Welfare Workers
- School Nurse
- Trust Well-Being Lead

Who would be my first point of contact if I want to discuss something?

The first point of contact if you have any concerns or questions is your child's class teacher.
They can be contacted through the school office on 01827 949310 or office@ankervalley.org

Who is the SEN Coordinator and how can I contact them? (IRR)

Working Together

The SENDCo at Anker Valley is Natalie Horlor.

She can be contacted via the main office on 01827 949310 or office@ankervalley.org

What roles do your governors have? And what does the SEN governor do?

At Anker Valley Primary Academy, the Local Governing Body must ensure that there is a teacher designated as the SENDCo that holds the national accreditation or is in the process of completing it.

The SEND link governor Julia Jones is responsible for monitoring policy implementation and liaising between the SENDCO and the Local Governing Body.

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

SEN Children who have individual targets, discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings.

If your child has a Statement or EHCP, their views will be sought before any review meetings (as is age appropriate).

Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey; this may be through peer assessments or self-reflection.

All children are provided with the opportunity to contribute towards pupil voice.

Every SEN child has a one-page profile completed annually and shared with parents and staff.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

At Anker Valley, we pride ourselves on our family ethos and value a close working relationship with our parents. We regularly provide opportunities for parents to be involved in school life, including:

- Workshops and open afternoons
- Friday Family Assembly
- Parent Surveys and Questionnaires
- Parents Evenings

We also have two parent governor roles on our local governing body and hold parent forums where parents can contribute towards school policies and processes.

What help and support is available for my family through the setting? (IRR)

----- [Click here to return to the front page](#) -----

Working Together

At Anker Valley, support is available with completing forms including online / paper applications for school places. Parents are able to request this support through the main school office, where an appropriate staff member will make an appointment with them.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We try to ensure every child can access all activities both in and outside of the classroom including school trips; we would look at the child's individual needs and plan accordingly with the parents.

Risk assessments are carried out and procedures are put in place to enable all children to participate. Pre visits take place and all information is recorded on Evolve.

If a health and safety risk assessment suggest that an intensive level of 1:1 support is required, additional staff will be included on the trip. In some medical cases we will invite parents to support their child on trips.

How accessible is the setting's environment?

At Anker Valley Primary Academy, we are committed to providing a fully accessible environment which values and includes all children, staff, parents, and visitors. As the school was newly built in September 2021, full consideration has been taken to ensure the building is fully accessible on both levels. Facilities include:

- A disabled platform lift to access the upper floor of the building (complete with two wheelchair storage spaces).
- Wide doors to allow easy access for wheelchairs, walking frames, etc.
- Disabled parking at the front and rear of the building.
- A fully equipped medical and first aid room to store and administer medications and / or first aid.
- A hearing loop has been installed.
- An Accessibility plan reviewed every two years.
- Two emergency evacuation slides to serve each set of stairs, with key staff fully trained to use these.
- Designated area to congregate and await help in the event of a fire for those with Personal Evacuation Plans.
- Alternative backgrounds used on screens for those with visual impairments.
- Stairs have edging strips with approved contrasting colours to support those with a visual impairment.
- Light boxes in upstairs classrooms to negate the need for artificial lighting.

Support will be requested through MEAS to facilitate and support the needs of pupils and parents with EAL where necessary.

Is the building wheelchair accessible?

Fully Accessible



Inclusion & Accessibility

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes
No

Details (if required)

Are disabled toilet facilities available? Yes
No

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes

----- Click here to return to the front page -----

Inclusion & Accessibility

No

There is one disabled space outside the front of the school building with direct access to the main office.

Do you have disabled parking spaces for students (post-16 settings)? Yes

No

N/A

----- Click here to return to the front page -----

Joining and moving on

Who should I contact about my child or young person joining your setting? *(IRR)*

Full information about the Anker Valley admissions criteria can be found using the following link to our school website: [Anker Valley Primary Academy - Admissions](#).

How can parents arrange a visit to your setting, school or college? What is involved?

In the Autumn term of each academic year, we will offer open afternoons and evenings to allow new Reception parents the opportunity to visit the school prior to making an application. A further open evening will then be held in the summer term for those parents who have received the offer of a place.

Should parents wish to apply for an in-year transfer to Anker Valley, visits to the school are warmly welcomed and can be arranged by contacting the school office on 01827 949310.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? *(IRR)*

At Anker Valley, we understand that the transition to a new school can often be stressful for both parents and children. We have therefore implemented a range of approaches to make the transition as smooth as possible:

Joining and moving on

Children entering Anker Valley into Reception:

During the Summer Term prior to your child starting school:

- You will be invited to an induction meeting to meet the class teacher and visit the classroom.
- You may be invited to a 'Stay and Play' session with your child during school hours.
- You will be invited to join your child for lunch.
- An information pack and prospectus will be given to you.
- Discussions between yourself and the Head of School and Early Years teacher may take place to discuss any difficulties your child might have can be shared.
- Your child's class teacher and the SENDCo will liaise with your child's nursery setting and carry out a short home visit.
- An 'All About School' booklet will be shared with you and your child, containing

Children transferring to Anker Valley from another school

- Parents and pupils are invited to visit the school for a tour and a chance to meet the Head of School.
- Further meetings, if required, can be arranged with parents, class teachers and Head of School and/or SENDCo.
- Outside agencies and previous support workers can be invited to the meeting if feasible.
- Discussions with the SENDCo of the previous setting will take place and all records are passed on.
- Any additional visits for you or your child can be arranged.
- An information booklet with photographs can be made for your child to observe before commencing at Anker Valley if required.
- Any specialist equipment, provisions or resources may need to be put in place prior to commencement.
- Pastoral support will be put in place for the first week of admission to ensure your child has settled into school and made friends. Pupils Transferring to Other Schools from Anker Valley
- It is recommended that you and your child visit the new school and arrange to spend time there in their new class.
- Photographs can be taken of the new setting and new teacher for your child to refer to before starting the new school.
- All SEND records are passed on to the new school. Basic details are passed on the electronic system

----- Click here to return to the front page -----

Additional Information

What other support services are there who might help me and my family? *(IRR)*

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- SENSS
- Autism Outreach Team
- Educational Psychologist
- Behaviour Support Service
- CAMHS (Child & Adolescent Mental Health Service)
- Local Support Team
- EWO (Educational Welfare Officers)
- Speech & Language
- Malachi
- Occupational Therapy
- Paediatrician
- School Nurse
- Social Services

An Educational Psychologist is allocated to our school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

To help understand the child's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the child to take their learning forward.

Parental consent will always be obtained before a referral to any of these agencies takes place.

When was the above information updated, and when will it be reviewed?

November 2023 and will be reviewed in November 2024.

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

----- Click here to return to the front page -----

Additional Information

What can I do if I am not happy with a decision or what is happening? *(IRR)*

Dialogue between parents and the academy is actively encouraged to resolve any problems at an early stage.

Initially, all complaints from parents or carers about their child's provision is made to the SENDCo who will follow this up with the relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined on the school's website may be followed.

The Academy Complaints Procedure can be found on the website using the following link: [Fierté Portal \(fierteportal.org\)](http://fierteportal.org)

Type of Setting *(tick all that apply)*

- | | | | | |
|---|--|---|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input checked="" type="checkbox"/> Academy | <input checked="" type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number

860/2042

District

- | | | | |
|------------------------------------|------------------------------------|---|--|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input checked="" type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range

3-11 years

Number of places

Anker Valley Primary Academy has a PAN of 30 and can accommodate 210 children in total.

Which types of special educational need do you cater for? *(IRR)*

- | | |
|---|---|
| <input checked="" type="checkbox"/> inclusive mainstream school | <input type="checkbox"/> special school |
|---|---|

Offer specialisms in. Tick all those that apply.

Additional Information

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input checked="" type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input checked="" type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input type="checkbox"/> Resource for speech, language and communication needs |
| <input checked="" type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

- Specialist technology

Comment:

- | | |
|--|--|
| <input type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input type="checkbox"/> Bought in support services | <input checked="" type="checkbox"/> Hearing loop |
| <input type="checkbox"/> Sensory room/garden | |