

The Valley Primary School

SEND Information Report 2025-26



Introduction

Government legislation within the Code of Practice 2014 requires governing bodies of maintained school to publish information on their website about the implementation of the governing body's policy for pupils with SEN.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age.

or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'

TMPF Values:
Trust;
Mindful;
Peace;
Friendship.

The government has transformed the system for children and young people with Special Educational Needs and Disabilities (SEND). The Children and Families Act 2014 now extends the SEND system from 0-25 years giving children, young people and their parents/carers greater control and choice in decisions, ensuring needs are met. The main changes are:

- Replacing Statements of Special Educational Needs with the Education Health Care Plan (EHCP).
- Extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control regarding the support they need.
- Improving cooperation between all services that support children and their families; requiring Local Authorities and Health Authorities to work together.
- Requiring Local Authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'Local Offer' of support.

<p>Our Multi-Academy Trust and SEND provision.</p>	<p>The Moorlands Primary Federation (TMPF) is a Multi-Academy Trust (MAT) with fourteen primary schools and first schools across the Staffordshire Moorlands and Uttoxeter. Across the Trust all primary schools are committed to the provision of a high quality, broad and balanced curriculum which is adapted and differentiated and extended to meet the individual needs of all our pupils.</p>
<p>Roles Trust Special Educational Need and Disabilities Leader Welfare Co-ordinator Special Educational Needs and Disabilities Co-ordinator (SENDCo).</p>	<p>Mrs Charlotte Bould is the Welfare Co-Ordinator at The Valley Primary School. Ben Adamson, is the Trust Special Educational Needs and Disabilities Leader. To contact Mrs Charlotte Bould (Welfare Co-ordinator) or the Trust Lead please ring: 01538 702355 and follow the appropriate option.</p>

SEND children on roll.	Here at The Valley Primary School, there are 8 SEND children 20%. SEND pupils have access to additional programmes of intervention. They are also supported by staff from external agencies and are recorded at the SEND support level.
Identification and Assessment of SEND pupils.	Class teachers, additional staff, parents/carers and the learners themselves will often be the first to recognise a difficulty with learning. The use of school's data tracking identifies pupils who are not making expected progress and are not on track to reach their end of year target. Completed diagnostic assessments will confirm difficulties and support the planning and introduction of intervention programmes. Links with external agencies will ensure referrals can be made and additional support can be accessed, as required.
Provision for pupils with SEND.	If a pupil is identified as having SEND, staff will provide a programme of support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality teaching. When providing support that is 'additional to' or 'different from' staff engage in a four-stage process: Assess; Plan; Do; Review. This can be supported with Enhanced Assess, Plan, do & Review (EAPDR).
a) The effectiveness of provision for pupils with SEND	All pupils who access a programme of intervention are monitored closely with support from entrance and exit assessments which determine need, progress and future provision.
b) Arrangements for assessing and reviewing the progress of pupils with SEND.	Staff consider the child's profile so that an intervention can be chosen to best support the child's needs. Interventions are planned for a time specific period. Assessments are carried out each term to identify progress. Termly Pupil Progress Review Meetings with involvement from the child and the parents/carers look in detail at results and discuss future provision and how progress can be supported within the home environment. At the end of each academic term, a written report is sent to parents detailing progress. The class teacher or Welfare Coordinator are available for appointments to discuss progress at any other time during the year.
c) Approach to teaching pupils with SEND.	All SEND pupils have an Individual Education Plan (IEP) detailing their next steps. All pupils with SEND receive high quality teaching which is adapted and differentiated, as appropriate. Carefully matched interventions enhance this teaching. School staff are, where appropriate, supported by staff from external agencies.
d) Adaptation of the curriculum and learning environment for pupils with SEND.	The curriculum has been reviewed in line with all regulations. Staff aim to ensure all pupils have full entitlement and access to a broad and balanced curriculum. Work is provided that is appropriate to need and accessible to the range of pupils that are taught. Programmes of study are adapted and differentiated, according to need.
e) Additional support for learning.	Support from Learning Support Assistants ensures the focus can be placed on outcomes allowing pupils to reach their set targets. Education Health Care Plans have been provided when, after assessment, the Local Authority agrees that the pupil requires additional support that is beyond that the school can 'normally' offer.
f) Activities available for pupils with SEND.	All extra-curricular activities and educational visits are available to all children. Adaptations and differentiation occur, as required. Adult support and resources are made available to ensure a positive learning environment. Teachers work closely with parents before trips to discuss specific needs of pupils with SEND. No pupil is removed from activities across The Moorlands Primary Federation unless at the request of parents or carers.

<p>g) Support available for improving the emotional and social development for pupils with SEND.</p>	<p>Pupils' health and well-being are paramount and supported by the Safeguarding Policy.</p> <p>The Moorlands Primary Federation support children with emotional and social difficulties. This ensures gains with independence, resilience and self-esteem resulting in pupils having a positive attitude towards learning. Interventions and support relating to mindfulness are available to address barriers to learning arising from social, emotional or behavioural difficulties.</p>
<p>The expertise and training of staff in relation to pupils with SEND.</p>	<p>The Welfare Coordinator supports class teachers in planning for pupils with SENDs.</p> <p>The school provides relevant training to address the needs of those pupils with SEN and/or a disability. The school is able to access a variety of services to ensure that the skills of the staff match the needs of the current pupils.</p>
<p>Accessibility for pupils with SEND.</p>	<p>The Valley Primary School is adapted to meet the needs of the children and their parents/carers. There are disabled toilets available. Motor skills are addressed in an inclusive manner. Equipment used to support all learning is accessible to all pupils, regardless of need. Support can be accessed from the Local Authority and staff with those involved with external agencies.</p>
<p>Consulting and involving parents.</p>	<p>The school works closely in partnership with parents and carers. This is done by:-</p> <ul style="list-style-type: none"> Ensuring parents feel welcome and involved, recognising their concerns and views will be listened to. Having direct contact with the Welfare Co-ordinator or contacting Mr Ben Adamson (Trust SEND Lead). Offering support during all discussions relating to SENDs provision. Working effectively with all supportive agencies. Ensuring all information is available in an accessible manner. Making parents and carers aware of the SENDIAS and other relevant accessible support services. Termly review meetings, celebrating successes and making judgements on what will need to be included in new IEPs.
<p>Consulting with pupils about their Special Educational Needs and Disabilities.</p>	<p>We support the involvement of pupils when making decisions and exercising choice (SEND Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. SEND pupils will have meetings to identify their own needs; set targets and self-review their progress. Pupils with an EHC Plan will be involved in the Annual Review, as appropriate.</p>
<p>Concerns about the provision for pupils with SEND.</p>	<p>We encourage parents/carers to contact the child's class teacher if there are any concerns. Meetings can also be arranged with the School Leader or Trust SEND lead.</p> <p>Further support can, if necessary, be gained by contacting the Trust CEO or Vice-CEO, Chair of Trustees or SEND Link Trustee.</p>
<p>Outside agencies involved with pupils with SEND.</p>	<p>According to the needs of the child, advice and support may be sought from specialists external to the school. The support will be requested where difficulties persist despite high-quality interventions and appropriate adjustments. Outside agencies include: SEND Inclusion Hub, Education Psychology Service; Autism Inclusion Team; Behaviour Support Service; Clinical Psychology Service; Support Service for Visual, Hearing and Physical Impairments; Departments within NHS; Child and Adolescent Mental Health Services and Social Services.</p> <p>The Welfare Co-ordinator will make referrals to these external agencies, as needed, following discussion with parents/carers, Trust SEND Lead and CEO/Vice-CEO, where appropriate. If the pupil's progress remains a significant concern despite provision of an individual programme the</p>

	<p>school may request an Education Health Care Plan Assessment (EHCP) from the Local Authority.</p>
<p>Arrangements for supporting pupils with SEND in transferring between phases of education.</p>	<p>We recognise that transition can be difficult for a child with SEND. If your child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We will make sure all records are passed to the new school.</p> <p>Across the Trust, successful transition programmes support the children entering the Foundation Stage; changing class for the next academic year and transferring to High School (KS3) where positive and supportive links have been established.</p>
<p>Support can be accessed from.</p>	<p>Your child's class teacher, the welfare co-ordinator Mrs Charlotte Bould and Trust SEND Lead, Mr. Ben Adamson</p> <p>Link Trustee for SENDs – Mrs Charlotte Lumsden-Cook.</p> <p>Trust Vice-CEO – Mr Alex Brayford.</p> <p>Trust CEO – Mr Jared Eccles</p> <p>SEND IASS – Staffordshire Family Partnership– 01785 356921 sfps@staffordshire.gov.uk</p>
<p>Staffordshire's Local Offer.</p>	<p>The Local Authority has responsibility for the Local Offer which outlines the services and support available to pupils with SEND in Staffordshire schools. It can be viewed at: https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0</p>