



Valence School SEN Policy and Information Report 2017 -18

Reviewed 8 September 2017

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Valence School for its students within the context of its Special Educational Needs Policy.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

What are the kinds of special educational needs for which provision is made at Valence School?

This is a foundation maintained day and residential special school for children aged rising 5-19 years. It is part of the Kent Special Educational Needs Trust (KsENT).

Whilst the School is registered to admit students for residential placements at any age working practice is for all primary students to attend on a daily basis with a mixture of day and boarding placements in Key Stages 3 and 4. All students who are in Key stage 5 (16+) attend on a weekly boarding basis. The School opens for 16 weekends a year for up to 12 students.

At Valence School - each student's identified needs will be complex and significant in the area of physical and or medical needs as described in the SEN Code of Practice. The student may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition students may have sensory needs. Valence School. However, the School does not admit students who have significant behavioural difficulties from whatever cause these arise as such behaviours are inconsistent with providing a secure and safe environment for other students whose needs often make them physically very vulnerable.

Students who have the most complex needs, live a long way from the School or require intensive education to consolidate learning beyond the school day and to develop meaningful independence skills are considered for boarding places at the School. Such placements may be made at the commencement of a child's/young person's admission to the School or following a request arising from an Annual Review or at other times if an urgent change of placement is considered necessary. All post-16 (Year 12 and above) placements are residential with a strong focus on developing independence skills, resilience, self-confidence and further academic progress.

What are the school's policies for the identification and assessment of students/students attending the school?

As a special school all placements are made following the production of an Educational, Health and Care Plan (EHCP). Decisions on the admission of students are made by the Kent Local Authority. Children and young people from other local authorities may request placements via the Kent LA.

The admission arrangements for students without a Statement of Special Educational Needs / Education, Health and Care Plan are only made in exceptional

circumstances at the request of the Kent Local Authority and then only for assessment purposes, pending the production of an EHCP.

We continue to work along the national guidelines of transferring all our students' statements of special educational needs to Education, Health and Care Plans.

Further information on the admissions and assessment processes to our school can be found on our website.

What is the provision for students at Valence School and how is it evaluated?

All students attending Valence School will have a Statement of SEN or an Education Health and Care Plan. There may be agreement with the LA that a child or young person is placed pending the outcome of an assessment for a EHC Plan. Associated policies in this area are accessible on our web site.

The School's provision for its students, all of whom have special educational needs is rooted in its mission:

MISSION STATEMENT

Student's views and rights are central to the ethos of Valence School. Its mission is to provide a learning community where there is quality Education, care, access and therapy in order to promote each Student's intellectual, physical, social, emotional and spiritual development.

Our work is about enabling children and young people who have special physical, medical and sensory needs to develop the knowledge, skills and understanding together with the confidence, self-esteem and self-dependence necessary for them to participate in and contribute to society in the way each chooses.

This mission is realised by staff who work in accordance with the following core values:

CORE VALUES

When working with students and their families at Valence School, staff will embed the following values into their practice:

- Promote the independence of students whilst protecting them as far as possible from danger or harm.

- Protect the rights and promote the interest of students, alongside ensuring that their behaviour does not harm themselves or other people.
- Strive to establish and maintain the trust and confidence of students and their families, by demonstrating openness, honesty and integrity
- Being accountable for the quality of their work taking responsibility for maintaining and improving their knowledge and skills.
- Being accountable and taking personal responsibility for their actions and omissions in their practice. Staff should always ensure they are able to justify their decisions.
- Working cooperatively and professionally as part of a whole-school team.

Further details of all areas of our school curriculum and assessment processes can be seen on our website.

School staff details are on the website. The school contact details are also on the website where key staff and departments can be accessed.

Staffing levels are enhanced so that students are taught in small classes/groups with a teacher/higher level teaching assistant together with teaching assistants and other classroom-based staff (Student Support Assistants) in order to ensure that each child's/young person's individual educational needs are met together with their communication, physical access, personal care and social/emotional needs.

The school has on-site therapists and nursing staff, together with a range of visiting health and other professionals. There is an exceptionally well developed multi-disciplinary approach to meeting the needs of every child/young person in a comprehensive and holistic manner.

We have a school improvement plan and evaluate this through-out the year. All aspects are monitored and evaluated by relevant Governing Body committees and the respective chairs of those committees.

Assessing and reviewing students' progress towards outcomes

Assessment at Valence School will follow the principles agreed by Kent Special Educational Needs Trust (KsENT), namely:

- Assessment is at the heart of teaching and learning
- Analysis of assessment information will be used to improve the quality of teaching
- Assessment will be accurate, consistent, reliable, free from bias, understood by all and increase parental confidence

- Reliability of teacher assessment will be achieved and evidenced through rigorous moderation
- Assessment will draw on a wide range of evidence to provide a complete picture of pupil achievement over time
- Assessment will be used to set high expectations for all pupils, to celebrate achievement and to inform the next steps for pupils, their families and teachers

From September 2015 and “life after levels” there is no national benchmark of progress other than that a pupil should make progress towards a suitably aspirational target which has been set using evidence of their prior attainment and their previous rates of progress.

Valence School is committed to continuing to track pupil progress in a meaningful and useful way and will convert from national curriculum levels to the language of the new national curriculum when describing pupils’ attainment. The DfE and Ofsted will evaluate progress made by pupils and compare it with that made by others from a similar starting point. In order to ensure that the school uses relevant comparative data and sets suitably challenging targets, Valence School will base initial targets on the algorithm of progress of pupils from similar starting points devised by KsENT from the data set of all pupils in Kent Special Schools. However, these targets will be personalised and will be adjusted if necessary to ensure that all targets are suitably challenging for each individual.

Examinations

Valence offers a wide range of accredited courses. These vary as they are tailored to the needs and interests of student cohorts.

[click here](#) for latest courses.

We always offer accreditation routes in English, Maths, Science and ICT, up to and including GCSE level when appropriate. As part of our focus upon communication we also offer accreditation in AAC for those students using communication systems.

As can be seen from our course offer we aim to offer accreditation at a variety of levels including pre-Entry, Entry Level and GCSE. These courses run in a range of subjects.

What training do staff have in relation to the needs of students/students at Valence School?

Valence School is highly committed to ongoing training of staff. Training takes place on Staff Development Days and on Friday afternoons each week as the School closes at 2 p.m. on Fridays. There is also on-going training and assessment of staff during

working shifts for specific roles such as the administration of medication and supporting students with eating and drinking.

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work – this includes training in the needs of the students, their medical conditions and disabilities, moving and handling, safeguarding and child protection, communication and curriculum access. Training is specifically related to the needs of children in our school and also as required by statutory guidance.

Staff gain a range of accreditation in courses such as Higher Level Teaching Assistant, Level 3 Diploma, Paediatric First Aid and Makaton. Many teachers undertake post-graduate courses in areas of special educational needs

We continue to commit to having qualified trainers in school for courses such as Moving and Handling. We have a Head of Safeguarding and Social Care who delivers Safeguarding, PREVENT and other training.

There is a comprehensive induction programme for all new members of staff who are required to complete Inductions Standards during their probation.

How will equipment and facilities be provided to support students at Valence School?

Valence School is fully accessible for wheelchair users. There are a range of specialist facilities including therapy rooms, dental surgery, swimming pool, hydrotherapy pool, specialist curriculum rooms for science, design technology (resistant materials and food), sports hall and fitness centre and fully accessible and environmentally controlled residential accommodation. Our website contains a school tour of all different areas of the school for families to see what the facilities are like.

We have reviewed and enhanced curriculum resources in response to the new curriculum.

Specialist equipment for students to access the curriculum is provided including fully adjustable furniture, general and specialist ICT equipment, communication equipment, sound field systems and equipment for individual students such as seating and for residential students kitchen, recreation and sleeping/sleeping furniture.

What are the arrangements for consulting parents of children/young people at Valence School and involving them in the education of their child?

Parents are fully included in the process of working with their children/young adults.

This includes:

Initial visits to school
Introductory meetings
Daily home/school book for information exchanges and key messages for the youngest students
Regular Keyworking contact via telephone and email
Parent/Carer meetings with teachers and other staff
Annual Review of EHC Plan/Statement meeting and report
Annual Support Plan Review Meeting
Parental Representation on Governing Body
Parent involvement in changes in school through informal and formal consultations
Parent and Carer surveys

What are the arrangements for consulting young people at Valence School about, and involving them in, their education?

All children and young people in our school are treated with dignity and respect. There is full personalisation for the curriculum for each pupil/student in order that they can access and experience success through-out their school life.

Each student has a Keyworker who works with the child or young person to ensure that their EHC plans are implemented and to co-ordinate the various aspects of the programmes delivered by teaching, social care and health care staff.

The School Council enables students to contribute and decide on aspects of school life relating to their needs.

The assessment and annual review process of statements of SEN and EHC Plans and the Annual Review of Support Plans includes the choices and views of students.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of students/students in relation to the provision made at Valence School?

The complaints procedure is available on the website.

How does the Governing Body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of students at Valence School and in supporting their families?

The Governing Body are aware of the wide range of staff working together within the school to support the children, young people and their families. Its members consist of some professionals with backgrounds in health and public services with others having expertise in education law, human resources, business, finance and education advice and support to schools. The Governing Body has a comprehensive programme for monitoring all aspects of the School's provision and holds the senior leaders to account for standards and for students' outcomes.

Classroom and residential staff are employed directly by the school. This includes Teachers, Higher Level Teaching Assistants, Teaching Assistants, Class Coordinators, Keyworkers, and Student Support Assistants. Administrative, technician, site, domestic and catering are also school employees.

Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary.

School Nurses, Speech and Language Therapists, Occupational Therapists, and Physiotherapists are employees of Kent Community Health Foundation Trust. All these professionals work within school training staff, advising them and directly working with children and young people who are on their case load.

Specialist Teachers for the Sevenoaks District, for physical disability and for sensory impairments across Kent are employed by the School. They are managed by managers based at the School.

Transport to school is organised by the relevant local authorities, not the school. Transport staff are employed by the transport companies.

There are social workers allocated to some students and these visiting staff are Local Authority Employees.

All contact numbers for support services, described above, are on the website.

What are the school's arrangements for supporting students in transferring between phases of education or in preparing for adulthood?

All transitions are well planned as students move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and other staff.

Students are supported in planning for their transition from school to adult life. This is done with appropriate liaison with external agencies and through a proactive and student-focused keyworking system.

Where is the information on the Kent local offer published?

There is further detail on our website on our own school offer and this links to the Local Offer for children with Special Educational Needs and Disabilities and their families on the Kent County Council Website (kent.gov.uk) and the Education Website for Kent (kelsi.org.uk)

If you have any queries or requests for policies or information relating to this report please contact Debbie Beaney, PA to the Principal and Clerk to the Governing Body.