



Soar Valley College

A SPECIALIST MATHS AND COMPUTING COLLEGE

ASPIRE ENJOY ACHIEVE

SEND INFORMATION REPORT 2023 -2024

Approved by:

Date:

Last reviewed on:

Next review due by:

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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Ethos and Values

Soar Valley College is a mainstream inclusive school and we support all students (making reasonable adjustments as we need to) regardless of any additional needs.

We have an established ethos that allows all students to feel welcomed and encouraged. This is supported by the curriculum and physical environment and also manifested in relationships between all members of the school community.

We aim to ensure that all of our students with SEND (Special Educational Needs and Disabilities) are encouraged to play a full part in school life. Students with SEND will be supported by adults who are suitably trained and informed of their needs.

In line with the principles of the Special Education Needs Code of Practice 2015, we aim as a college to provide students with additional or differentiated support in order to enable them to access the curriculum and make good progress.

Types of SEND and Provision

Pupil's needs may be linked to learning difficulties, physical or sensory difficulties, speech, language or communication difficulties, or a medical need. Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age (SEND Regulations 2015).

We expect students to access mainstream lessons and activities with support where necessary. We believe in high quality teaching for all students but where students require additional support we adapt resources and differentiate lessons to ensure expected progress or better for all SEND students. We have designated specialist provision from outside agencies to reinforce the work that is carried out in the department.

Special educational needs are divided in to 4 main areas, but students often have needs that fall in to more than one category.

This is explained in the table below.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia

	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Identification of SEND

Before students join us in Year 7, the SENCo and Assistant SENCo spend time carefully gathering information from our feeder primary schools to discuss any additional needs they may have. This makes sure existing needs continue to be met.

We look at data such as entry profiles, SATs, FFT data, and reading and comprehension levels. We look particularly at students' subject assessments. We use different methods of assessing pupils in the autumn term of Year 7 in order to establish the best way we can offer support. We also check if a student has a reading age below 9 years on entry to Year 7, and we pay particular attention to any students who are not considered to be secondary ready. Support or intervention can then be put in place help to close any gaps in knowledge and help students to access all areas of the curriculum.

For all students at Soar Valley College, regardless of the year they are in, there are a number of additional indicators that can tell us if a student has SEND, such as;

- Liaison with feeder primary schools on transfer.
- Key Stage 2 data.
- Information from previous Colleges/Schools that we refer back to even if students are not in year 7.
- Information from teaching staff. Our teaching staff respond quickly to concerns they may have and we have a quick referral process in school to follow these up.
- Information and concerns from parents.
- Student self-reviews.
- Tracking individual student progress over time. Our data collection points during the year will automatically flag up concerns.
- Screening tests for reading and spelling carried out in Year 7, 8, and 9

- Information from other services.
- CATs and NGRT screening assessments.

If teaching staff have any concerns about a student they complete an online referral to the SENCo. The SENCo then gathers a range of information from all subject teachers and carries out some observations. The student will also be asked their views and opinions and any difficulties they are having accessing lessons, social times, or any other concerns they may have. The SENCo then follows this up and may carry out further investigations. Where we have concerns, we always contact parents and will seek advice from other agencies as appropriate.

All students who transfer to the college mid-term complete assessments to ensure any needs can be met.

How we meet the needs of students with SEND

The SENDCo maintains an up to date register of students identified as having additional needs. This is made available to all adults who work within the school.

Students with an Education Health and Care Plan (EHCP), and students who have SEND support, will have individual education advice available to all teachers.

Students with EHCPs and students with higher level learning needs, have a key adult who is a level three or Higher Level Teaching Assistant.

For students with EHCPs their outcomes and detailed information about their needs are shared with all their teachers so there is a holistic approach to helping them to make progress. Their key adult meets with them once during every 2 week cycle to carry out interventions and work towards the outcomes stipulated on their EHCPs.

For students without EHCPs information is shared in the form of a Pupil Learning Profile that informs teaching staff of the students' individual needs and provides a list of personalised teaching strategies and advice, as well as a history of their SEND.

Those with higher needs will have similar provision to students with EHCPs with regards to a key adult who will carry out personalised intervention work.

The Learning Development Department will ensure that all subject teachers are aware of any additional support that a student may need and we will advise teachers about the best way to provide that support for the child in their class. Staff training is regularly updated to ensure that we are equipped to meet the needs of all students.

To compliment this and to help all students to achieve the very best they can, we have a range of additional interventions that we also use. These include;

- Small group interventions that focus on specific skills such as literacy, spelling or social skills.
- Group support for the formal curriculum in Y7.
- Rapid Plus reading scheme.

- Inference skills training.
- Small group interventions with a focus on specific skills i.e. literacy, spelling or social skills.
- Social communication and interaction group.
- Longer literacy intervention programmes.
- Intensive short term interventions which can be delivered individually i.e. 1:1 that may address difficulties such as spelling, handwriting, poor memory, or poor vocabulary.
- Numicon maths intervention.
- Sensory circuits that meet sensory needs.
- Differentiation of resources.
- Buddy reading clubs that run each morning during registration.
- There is a supervised homework club available at lunchtimes where support can be given to complete homework tasks.
- Vulnerable students can attend supervised activities at break and lunchtime every day.
- Support from learning mentors.
- Developing fine motor skills training course.
- AIM – accredited course delivered in Y10 and Y11.
- In class support for small groups with an additional teacher or teaching assistant “TA”.
- Anxiety group intervention.
- Girls group to support students with managing their periods.
- ELSA (Emotional Literacy Support Assistant).

We have a detailed provision map to ensure the most appropriate provision available is identified.

How will school staff support my child/young person?

Staff at Soar Valley College pride themselves on providing good quality teaching through differentiation, effective feedback and marking, and by ensuring that student’s needs are met within the classroom. The quality of teaching at Soar Valley is described as ‘Outstanding’ by OFSTED.

Subject teachers are responsible for all of the students that they teach. For those students identified with additional needs, Teaching Assistant support may be provided in some lessons. Faculty and subject Teaching Assistants are also available in some subject areas to support students.

Students who require specific interventions for literacy follow a personalised learning plan, ensuring we do not impact on the broad curriculum. Interventions are specific to need and time related with clear targets. Progress is tracked by relevant staff and successes are shared and celebrated with parents and carers.

Governors play an active role in strategically monitoring the quality of our Special Education Needs and Disability provision. Governors help to ensure that the school works actively with the LA and a range of support services.

Support from outside agencies

The SENCo maintains links with other SENCos through the SENCo network and in addition to this we have useful contacts with many of the education support services available.

The SENCo at Soar Valley College is a Specialist Lead in Education and chairs the secondary SENCo hub. The SENCo is also part of a primary and secondary hub with our feeder primary schools and other secondary schools in the vicinity.

We use the following services on a regular basis.

- Special Education Service (SES).
- Educational Psychology Service (EPS).
- L.C.I - Learning, Communication and Interaction Support Team (formally LAST, Learning and Autism Specialist Team).

Speech and Language Therapy Services (SALT)

Educational Welfare Service (EWS)

Primary Behaviour Support Service (SEMH).

Outreach and Placement Team (OPT linked to Carisbrooke).

Primary Behaviour Support Team.

SENDIASS - Special Educational Needs & Disabilities Information and Advice Support Service (Formerly Parent Partnership Service).

Leicester Children's Hospital School.

Connexions.

Community Health Service.

Child and Adolescent Mental Health Service (CAMHS).

- The Virtual School for Looked After Children and Young People.
- School counsellor.
- School nurse.
- Transitions Team for Health.
- Early Help

Quality of Provision

In order to maintain and develop the quality of our provision, there are regular opportunities for all college staff to undertake training in relation to SEND. Individual areas of interest, performance management review, self-review and staff observations support the identification of areas for development. The Learning Development team frequently run sessions that look at a specific area of educational need and how best to provide for this.

The Learning Development Department has provided all members of teaching and support staff with a subscription to Widget to ensure resources can be easily visualised and maintain consistency throughout the school.

All Learning Development staff receive induction upon taking up a post within the department. There has been considerable training to support students with medical difficulties. All Teaching Assistants meet weekly for information updates and to share good practice.

The SENCo has a current AMBDA and Specialist Teacher status. The NASENDCO qualification was completed in September 2018.

We have a dedicated and extensive team that consists of SENCo (Special Educational Needs Coordinator), assistant SENCo, 2 specialist teachers, 2 HLTA's (Higher level Teaching Assistants) and 17 TAs (Teaching Assistants) at levels 2 and 3.

The Learning Development staff have expertise in the following areas:

- Developing Literacy and Numeracy in Years 7-9.
- Supporting students with Specific Learning Difficulties.
- Supporting Students with Autistic Spectrum Conditions.
- Supporting students with a wide range of physical needs.
- Keeping accurate records.
- A range of vocational courses in Years 10 & 11. We offer AIM as an accredited course in KS4 and routinely explore other courses available to us.
- Delivering anxiety and a social interaction and communication programme.
- Developing fine motor skills.
- Inference training.
- Drawing and Talking Therapy.
- ELKLAN.
- Circle of Friends.
- Anxiety groups adapted to the needs of the students.

The Role of Interventions

Interventions play a big part in our SEND offer.

The EEF (Education Endowment Fund) has carried out extensive research that found that Teaching Assistant help students to make the most amount of progress through delivering good quality interventions.

We have an extensive provision map that we use to ensure students are receiving the most appropriate intervention for them.

We have Teaching Assistants who are able to offer support to students adversely impacted by the pandemic to ensure they understand and help manage their feelings and emotions. We use social stories as well as a range of online resources to help with this.

Monitoring the progress of our provision

The progress of students is carefully tracked across all curriculum areas by staff and the SENCo. All interventions are carefully and consistently monitored and reviewed and the results shared with teaching staff. This helps us to follow the assess, plan, do, review process which is integral to everything we do.

The learning development faculty is monitored through;

- Scrutiny of planning.
- Classroom observation.
- Work sampling.
- Teacher interviews.
- Informal feedback from TAs and other teaching staff.
- Teaching Assistants' reports.
- Self-Review activities.
- Questionnaires that students carry out about how they feel and their own progress.
- Analysis of assessment data relating to individual students.
- Minutes of Annual reviews for Students with an Education Health and Care Plan.
- Student review meetings and records of review meetings.
- Testing of progress.
- Subject Teacher questionnaires – following intervention.
- Student questionnaires - following intervention.
- Use of the BERA Framework to ensure robust provision.

Providing the Best Outcomes for Students

To ensure that we provide the best outcomes for our students and follow the graduated approach, we take the following steps;

- Student tracking systems are in place and include procedures for tracking students whose progress may be 'out of step' with peers. This can be through progress checks and screening assessments.
- Assessment data is analysed and used to inform provision.
- The SEND register is reviewed regularly, updated and distributed to all staff.
- The register is audited and analysed.
- There is movement on the register, both up and down the levels of intervention.
- All parents are informed of their child's special educational needs and of any targets that we discuss as challenges.
- Parents are invited to SEND reviews three times a year.
- Parents are able to express satisfaction with the provision made.
- Parers/parents attend and actively participate in Annual Reviews.
- Staff feel they have sufficient information and support.
- SEND files are up to date and accessible.
- Close liaison and joined up planning with Inclusion and Pastoral teams.
- The SENCO attends meetings with the governor who has responsibility for SEND.
- The SENCo ensures resources are used effectively.
- All SEND staff are appraised and receive regular training.
- INSET is provided for Teaching Assistants.
- Self-Review activities take place.
- Analysis of provision and subsequent reports are used to inform future planning.

A Child Centred Approach

We firmly believe that students themselves play a central part in decision making and all of our reviews are child centred.

We monitor the progress of students with disabilities and allow such students views to be expressed and shared with their teachers.

Students complete a review 3 times a year with their parents and a member of the Learning Development Department. This information is then shared with the wider teaching community so that their views and opinions can be heard.

We encourage students to attend all meetings that concern them.

Support for Social and Emotional Development

We are supported by an extensive pastoral system that consists of the form tutor, Associate Head of Year, Head of Year, and the Inclusion team. We have mentors for individual students who may struggle with emotional and social needs. The school nurse and the school counsellor also play an important role in supporting the emotional and physical wellbeing of students.

We always take any incidents of bullying seriously and we recognise the many forms it may manifest itself in. Please refer to the schools anti-bullying policy for more information.

Accessibility Arrangements

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. Reasonable adjustments are expected to be made.

Soar Valley College is a newly built BSF school and has been purpose built to suit the needs of 21st century learners whatever their needs and abilities.

We regularly carry out modifications to the physical environment that are required and that are within our control.

The College has the following facilities:

- Two lifts available for the College's upper floors.
- Toilets for the disabled on all floors.
- A hygiene room
- Accessibility for wheelchair users throughout the whole school
- Access to a range of equipment for students with visual impairments including a braille reader
- 6 TAs currently trained in moving and handling
- TAs who are trained to use a manual hoist

We monitor the progress of students with disabilities and allow them opportunities to suggest ways of improvement and allow their views to be expressed.

We make adjustments to our provision and embark on appropriate training to ensure any barriers to learning are removed. Sometimes this will involve us acquiring specialist teaching resources and

advice from specialist services.

No students at Soar Valley are discriminated because of their needs we endeavour to ensure the best provision is in place.

In rare circumstances we may not be able to meet the needs of a particular student. This will be discussed and we will help to find the most suitable provision to meet needs.

In meeting these needs Soar Valley College has due regard to the SEND Code of Practice 2105, the Equality Act 2010 and the Disability Discrimination Act 2001.

Involving Parents and Carers

We believe that parents have a crucial role to play in our SEND provision as parents know their child best. Parents of all students on the SEND register will be invited to attend a meeting three times a year with staff from the Learning Development Department to ensure the information we have is correct, and up to date, and to help us to provide the best support for their child.

Parents are always informed if their child will be receiving a targeted intervention, and when an outside agency is involved. Parents are invited and encouraged to attend annual reviews, and any meetings where the process for statutory assessment is being carried out – when an application is made for an EHCP.

Transition Arrangements and Preparing for Adulthood

We have extensive transition arrangements in place as students transfer from KS2 and to KS5 and further education.

During the spring term the SENCo meets with all the primary feeder school SENCos and obtains as much information about students as possible. Students who would benefit from our Y7 Nurture provision are identified.

During the summer term we have extended transition arrangements in place for vulnerable students. These students are invited to attend for 2 full days and complete a range of activities to familiarise themselves with the school, meet key staff, and provide reassurance to reduce any anxiety.

The SENCo has a working relationship with the SENCos at our main FE providers so that information and access arrangements can be shared. Additional visits for students are put in place based on their needs.

All our annual reviews have a focus on the future aspirations and provision for our students. In Y9, annual reviews have a Preparing for Adulthood focus that steer reviews. We prepare students using Preparing for Adulthood resources and provide advice and guidance on adult services that are available from health and social care. The processes that we use in annual reviews from Year 9 onwards has been adopted as good practice by the LA and made available to all Leicester City secondary schools.

We hope that you find this information useful. We welcome any feedback and will endeavour to work towards happy outcomes for all.

Below are a list of frequently asked questions. If they do not answer a question you may have, please contact the SENCo, Mrs Loasby. All contact information can be found at the end of this document.

FAQ's

What do I do if I am concerned that my child has a SEND?

In the first instance you should raise any concerns with the SENCo (Special Educational Needs Coordinator). All schools are required by law to have a SENCo who oversees the special educational needs provision. Our SENCo is Mrs Loasby and you can contact her at any time during the school day. If Mrs Loasby is not available please leave a message and she will contact you as soon as possible. Alternatively you can speak to your child's form tutor or Associate Head of Year who can pass on any concerns. All contact details can be found at the bottom of this document.

How will school staff support my child?

All teachers have a duty to support the children within their classroom. Any strategies or advice for individual students will be met by the classroom teacher. Students may be receiving additional intervention strategies from specially trained staff within school to work alongside work completed in the classroom.

How will I know how my child is doing?

Parents are central to the work we do with children who have SEND.

As well as progress checks and parents evenings that occur throughout the academic year, all parents will be informed of any additional interventions their child is a part of. Parents play a key role for students with an EHCP and will always be invited to annual review meetings. You are welcome to contact the SENCo at any time with any concerns or questions you may have. You will be invited to meet with teachers from the Learning Development Department on 3 different occasions throughout the school year to discuss your child's progress and needs.

How will I be involved in discussions about my child's education and in planning?

For parents of children with EHCP's, parents will be formally invited to annual review meetings and receive a detailed plan as a result of this.

The SENCo will be available at all parents evenings if parents wish to discuss their child further. Please make an appointment at the relevant time.

In addition to this you will be invited to meet with staff from the learning development faculty to specifically discuss your child's SEND, and the current provision.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at The Local Offer for Leicester City. The link is below.

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

What will happen when my child is ready to move into FE?

We have dedicated connexions advisors who work closely with our students to ensure the appropriate course is selected and the right college applied for. As a central part of the EHCP process in Y9 to Y11 there are specific targets for the transition to adult life and we will ensure extra support is provided for this. It may be through 1:1 sessions or as part of group work.

We use Preparing for Adulthood resources and will ensure parents know the services available as their child transitions to other adult services as well as education.

Students will have all their needs detailed on college forms which the SENCo will be responsible for providing.

The college holds regular sessions advising students of the courses available and open days and events for them to attend. In Year 10 all students take part in a careers programme that also helps to prepare them for further education.

How is the decision made about how much extra support my child should receive?

Our students have regular screening checks which show if they are struggling. The difference between how well they are performing in relation to their peers will determine how much extra support we will provide. We also have a referral system in place that teaching staff can use if they have concerns about the needs of an individual pupil.

Who do I contact if I am unhappy?

If you have concerns or queries about the provision of SEND please contact the SENCO, Principal, or link governor.

Their contact details are below.

Mrs Charlotte Loasby – SENDCO

0116 2669625 ext: 8501

cloasby@soarvalley.leicester.sch.uk

To contact the Principal, Mrs Robinson, please contact her PA, Mrs Smita Stone

0116 2688441

SStone@soarvalley.leicester.sch.uk

Maha Khochen - SEND Governor

sstone@soarvalley.leicester.sch.uk

Mrs Ann Challenger – SEND Governor

sstone@soarvalley.leicester.sch.uk

Useful links

Leicester City Council, along with all other local authorities are required to publish information about the services they offer. It is called “The Local Offer”. The Local Offer outlines all support and services available across the areas of health and education and will improve choice and transparency for all families.

The Link to Leicester City’s Local Offer can be found below;

<https://families.leicester.gov.uk/localoffer>

The link below is for the 2015 SEND Code of Practice

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[Link to SEND Policy and Accessibility plan](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages