**Tame Valley Academy**

**Local Offer**

Tame Valley Academy is a happy and inclusive school where the welfare and achievement of every child is at the heart of all we do. We have high expectations of our children and expect them to take responsibility for their learning and good conduct.

If it is considered that your child has a need which may require additional support in order for them to continue to achieve at expected levels, then the SEN Information Report and our Special Educational Needs (SEN) policy explains the process to be followed and the support that you can expect from Tame Valley Academy.

**A Partnership Approach**

At Tame Valley Academy we recognise the importance of working as a team. This team will include children, parents, all school staff, governors and where appropriate, support from outside agencies.

Further information can be found in the school SEN policy ([www.tamevalleyacademy.co.uk](http://www.tamevalleyacademy.co.uk))

Details of the Birmingham Schools Offer can be found at https://childrens.mycareinbirmingham.org.uk/special-educational-needs-local-offer.aspx

**Children and Parents**

We recognise that parent/carer involvement in a child’s education has the potential to improve outcomes. In order to achieve this, we will engage with you as parents/carers and your child to incorporate opinions regarding your child’s needs, in order to identify the appropriate support, including family support should this be required.

So what support do we have for you as a parent of a child with SEN/and or disabilities?

* We would like you to talk to your child’s Class Teacher regularly so we know what they are doing at home and we can tell you about what we are doing at school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
* The Inclusion Leader is available to meet with you to discuss your child’s progress or any concerns/worries you may have. She can be contacted through the office or via email.
* All information from outside professional will be discussed with you the person involved directly, or where this is not possible, in a report. The Inclusion Leader may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
* Your child’s additional targets will be shared with you at parents’ evening and any other relevant meeting that takes place.
* A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

We place a high value on your involvement and opinions, and we welcome your input to the decision-making processes. We may need to ask your permission to involve other agencies to support your child.

To contact the SEN team at Tame Valley, please arrange an appointment at the school office, or by phoning 0121 464 4497. We will endeavour to see you at your earliest convenience

**Staff**

The special educational needs provision is co-ordinated by the Inclusion Leader Mr Higgins. He is responsible for co-ordinating all the support for children with special educational needs (SEND) and or disabilities, and developing the school’s SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that you are involved in supporting your child’s learning, kept informed about the support your child is getting, involved in reviewing how they are doing and part of the planning ahead for them. He is available for SEN appointments Tuesday mornings.

**All teachers are teachers of children with special educational needs**, and will plan to meet the needs of all the children in the class. Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with.

We are fortunate to have trained teaching assistants to support all aspects of our special needs work. Ensuring all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

**Governors**

Our governor responsible for SEN is Fosola Olupido who is responsible for:

* Making sure that the school has an up to date SEND Policy
* Making sure that the school has appropriate provision and has made

necessary adaptations to meet the needs of all children in the school

* Making sure that the necessary support is made for any child who

attends the school who has SEN and/or disabilities.

* Making visits to understand and monitor the support given to children

with SEND in the school and being part of the process to ensure your

child achieves his/her potential in school.

They can be contacted via school office or via email on website.

**Head Teacher**

He is responsible for:

* The day-to-day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the Inclusion Leader and class/Teaching Assistants but is still responsible for ensuring that your child’s needs are met.
* He must make sure that the LAB is kept up to date about any issues in the school relating to SEND.

Mr Peter Higgins can be contacted via the school office or via email on the website

**Outside Agencies**

At times, it may be necessary to take advice from other agencies, in order to tailor our approach to the individual needs of your child. These agencies may include:

* + - * Educational Psychologist
      * Pupil School Support
      * Occupational Therapy
      * Speech and Language Therapy
      * Communication and Autism Team
      * CAMHS
      * Medical services, inc. the School Nurse
      * The Big Community

**Appropriate and Effective Teaching and Learning**

Curriculum planning will ensure all children are able to take part fully in the life of the school. Resources and support are available to promote the learning of all children, taking into account their individual needs. Learning Mentors are used to support children who may have social or communication difficulties, as well as those who need guidance to manage their behaviour, develop their confidence and thrive in a variety of social situations.

With the support of the Inclusion Leader, the Class Teacher is responsible for adapting planning to meet the needs of individual children, whilst maintaining appropriate aspiration and challenge. This will include making use of appropriate classroom resources within a supportive learning environment.

When needs extend beyond that that is normally provided, a graduated approach to support will be established.

The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to ‘catch-up’ if they fall behind in reading, writing or maths or if they have a difficulty managing their behaviour. These interventions are sometimes called ‘Wave 2’ or ‘Wave 3’.

The school will keep you informed if your child needs one of these interventions and will work in partnership with you to give it the best chance for it to be successful.

If your child has made progress, then school will discuss with you:

* Whether there needs to be a further period of intervention
* If your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place
* Or, that such good progress has been made that support is no longer needed

If your child has not made progress, the school should consult with outside agencies to seek further advice on strategies and programmes.

Where the partnerships and support provided for the child are unable to close the gap, a Community Assessment Meeting will be held. This meeting can be held at a *venue of your choice* which may or may not be in school. School will invite all the agencies who have been involved in offering advice and support about your child’s progress plus any agency you would like to invite. At this meeting everyone will discuss with you the support your child needs and listen to your views. At the end of the meeting there will be a decision about whether your child can make progress with support available from the Local Offer or if there should be a request to the LA for an Education, Health and Care Plan.

EHC Plans

* Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need a **Education, Health and Care Plan**. If the LA agrees to begin the process; an EHC Plan takes 20 weeks to complete. Your child will continue to be supported from the school’s SEN resource while the Plan is completed.
* For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an EHC Plan due to the complexity of their need.
* The EHC Plan will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
* Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child
* Your child will also have access to all the provision detailed on the school’s provision map, in the Universal Offer and Single School Based Category of SEN which are appropriate to their learning needs
* Many children who need a EHC Plan will be educated in a mainstream school but your child may benefit from a special school placement. The options will be discussed with you as the EHC Plan is developed.
* The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHC Plan.
* If your child is not making expected progress then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child’s difficulty.

**Training**

Our staff have a variety of skills, training and experience to support a wide range of additional needs. Specifically trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer. Where further training is identified, this will be provided and monitored through the performance management process and school development plan.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Inclusion Leader or Head Teacher.

At Tame Valley Academy, we endeavour to provide the highest standards of provision and we will take advice from other professionals and agencies to ensure we are able to do this.

List staff and their qualifications, training they have received etc

**Identifying and Assessing Special Educational Needs**

Before starting at Tame Valley Academy, the Inclusion Leader will make opportunities to discuss your child’s needs with their current educational setting. If possible, current and future provision will also be discussed with parents/carers.

On entry to the school, the Inclusion Leader and teaching staff will assess all children. Any child displaying difficulties, or who are experiencing problems will be identified. School will work with parents and outside agencies to support pupils with SEN. When for instance a teacher or parent has raised concerns about your child’s progress and targeted teaching had not met the child’s needs, the teacher will raise this with the Inclusion Leader. The school also has Pupil Progress Meetings every half term between each Class Teacher and a Senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group. If your child is still not making expected progress the school with discuss with you:

* Any concerns you may have
* Discuss with you any further interventions or referrals to outside professional to support your child’s learning
* To discuss how we could work together, to support you child at home/school.

The SEN referral process can be triggered by a teacher, TA or by a parental concern directly to the Inclusion Leader via a referral form.

**Individual Provision**

All children at Tame Valley Academy have support within lessons through differentiation and quality first teaching. This means that activities are planned in accordance with the level the child is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching style as well as levels of adult support.

The type of need a child has can be identified within four categories. We recognise that children may have difficulties in more than one area. The information within each of these categories is intended as a guide and we will tailor our provision to meet the specific needs of each individual child.

The categories are :

* Cognition and Learning
* Communication and Interaction
* Social, emotional and mental health difficulties
* Sensory and/or physical needs

**Resources**

* SLT and the Inclusion Leader organise and delegate additional human resources for children with SEND through the school budget and the Pupil Premium Fund.
* The SLT and the Inclusion Leader monitor and support each additional adult who works alongside children with SEND
* The Inclusion Leader purchases and distributes additional resources needed to enhance and support learning for children with SEND.
* SLT and the Inclusion Leader ensure all support, either physical or emotional, is in place to support children with SEND.

**Transition**

At Tame Valley we recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

* If your child is moving to another school:
* We will contact the new school’s SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
* We will make sure that all records about your child are passed on as soon as possible.
* When moving classes in school:

Information will be passed on to the new class teacher IN ADVANCE and if necessary a planning meeting will take place with the new teacher. All available targets will be shared with the new teacher.

* If your child would be helped by a book to support them understand moving on then it will be made with them/for them.
* In Year 6:
  + The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school
  + Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a ‘Personal Passport’ which includes information about themselves for their new school.
  + Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

**Evaluating the Effectiveness of our Provision**

* The responsibility for Special Educational Needs provision is clearly identified in the SEN policy. The policy is reviewed annually.
* Rigorous assessment procedures are used to evaluate the effectiveness of our provision. Your child’s progress will be reviewed regularly and discussed at Pupil Progress meetings.
* The progress your child is making will be discussed with you at parent consultations termly within their annual report and at any SEN meetings that you are invited to attend.

**Relevant policies**:

* + SEN policy
  + Pupil Premium policy
  + Behaviour policy
  + Attendance policy
  + Teaching and Learning policy
  + Assessment policy

**Open and Honest Communication**

If you have any concerns about your child, your first point of contact should be the Class Teacher. If they feel it is necessary, they will raise your concerns with the Inclusion Leader, and a further meeting can be arranged. If you are not satisfied that your concerns have been addressed, please make an appointment to see the Inclusion Leader directly. We offer an open door policy, and are always happy to speak to you at the earliest convenience.

Similarly, if we have any concerns about the progress your child is making, we will contact you immediately. Parent consultations and annual reports should otherwise give you a clear picture of the progress and level attainment your child has achieved.

**Complaints Procedure**

Tame Valley Academy believes that close working partnerships with parents/carers of pupil with SEN is essential if the learning process is to be maximised. In keeping with the new Code of Practice (2014), the school aims to ensure that parent/carers are fully involved and consulted over their child’s progress and SEN provision, including the drawing up of ‘My Education Plans’.

We also encourage parents to contact the free and impartial Parent Partnership service for parents of children with SEN. Their contact details are:

ParentPartnership – http://www.birmingham.gov.uk/cs/Satellite?c=Page&childpagename=Families%2FPageLayout&cid=1223336979711&pagename=BCC%2FCommon%2FWrapper%2FWrapper

In the event of any complaint being made, the Inclusion Leader should be contacted in the first instance. This can be done at the school office, by phoning on 0121 464 4497, or by e-mail enquiry@tamevall.bham.sch.uk

Should the matter remain unresolved the case will be passed to the Head Teacher for further investigation and reported to the SEN Governor.

Formal complaints should be made in writing to the LAB of the Academy