



# The Village School Local Offer

All schools have to set out what provision they have to offer all pupils and be specific about what they can offer pupils with additional needs. This is what we offer at The Village School. Please contact us directly if you would like further information on 0208 204 5396.

Please visit the Brent Local Offer information on the Brent website:

<https://www.brent.gov.uk/localoffer>

## The Village School must ensure that:

- Our provision is made in accordance with the SEN and Disability Codes of Practice
- We have a lead person for SEND
- We invest in whole school and targeted training for staff
- We ensure inclusive teaching and support where needed
- We provide information on school arrangements for SEND to Parents and Governors
- We publish on our school website our school SEN policy and a description of the arrangements and specialist provisions we make for our children with SEN- including the accessibility plan

## The Village School Ethos

At TVS we will ensure that our children have access to the provision that is set out in their EHC plan. We have specialist staff who are highly trained and able to assess pupils learning needs and carefully plan their small steps.

We have a school ethos with inclusion at its heart and believe that all pupils on their personalised pathway will make outstanding progress. We will facilitate pupils to develop their independence and conduct person centred reviews as part of the transition process for preparation for adult life and future placements. Pupil voice is at the heart of our practice.

We will work with parents to make sure they feel valued and listened to, with up to date information readily available. We will track pupils to ensure there is continuity and progression throughout their time at TVS and into their future.



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## Who are the best people to talk to about my child's SEN at TVS?

Class teacher- responsible for

- Planning the curriculum and differentiation and assessing your child's progress
- Personal social development and health education (PSHE)

Teacher in charge of SEND is Amanda Brown who is responsible for

- Co-ordinating EHCP information in the school and keeping parents informed and monitoring the reviews, liaising with agencies involved with your child as appropriate.

Head teacher- Kay Charles is responsible for

- The day to day aspects of the school and all the arrangements for children with SEN.
- The Head teacher reports to the Governing Board on all aspects of SEN in the school

Family Workers are Elsie Penez Village 1 and 2 and Meena Patel Village 3 (PCRs)

SEN Governor is responsible for

- Making sure the necessary support is made for every child who attends the school with SEN

## How will I know how well my child is doing at school?

- EHCP reports, Individual Education Plans, school reports, targets and progress tracking
- Open door policy- parents welcome to make an appointment at any time
- Partnership between parents and teachers- we will communicate regularly with each other using a range of communication methods
- Home school link book to ensure that comments can be responded to
- Family Workers are able to offer support and guidance on a range of topics, home visits, offers of training to parents
- Multi-disciplinary (Visual Impairment/Behaviour support) and Therapy reports
- Intervention programmes
- A report on progress at the end of each year

## What are the different types of support available for children at this school?

In the table below the different types of support available are set out. We are a through age special school designated to take pupils from 2 years to 19 years of age. Therefore we cover all Key Stages. We are often described as a 'generic' special school because we are fully inclusive and able to cater for pupils with a wide range of complex needs and disabilities. We have developed a highly skilled and well trained staff including therapists, behaviour specialists, sensory impairment specialists, in addition to our experienced and skilled education staff. Each child is screened and assessed on entry and this forms the basis for secure benchmarking. It is our aim for the individual needs of pupils to be met so that they can fulfil their potential and be their best selves.



	Whole school ethos and practice for all children	Additional support
<b>Autistic spectrum disorders</b>	Structured day Positive behaviour management strategies. Learning styles understood Differentiation Rewards and sanctions. Communication with parents Recognised approaches e.g; TEACCH	Small group learning and targeted interventions ICT used to reduce barriers Alternative communication systems - Makaton. PECS Visual timetable, work stations, Sensory integration Parents involved in learning/behaviour plan Interaction and social skills development Behaviour support team, Speech and Language Therapy and Occupational therapy
<b>Speech language and communication</b>	Communication policy. All staff trained in relevant strategies	SALT programmes delivered by TA. SALT intervention and monitoring Class based support Alternative communication systems- Makaton. PECS Social skills grouping
<b>Moderate, severe &amp; profound learning difficulties</b>	Differentiation Teaching resources are accessible and appropriate Multi sensory approach to learning Interactive environment and reasonable adjustments Discrete learning environments	Curriculum is adapted to meet the needs of pupils Targeted intervention programmes Behaviour management plan Social skills group Independent learning plan Specific goals- short steps Personalised Learning Pathways

	Whole school ethos and practice	Support for additional needs
<b>Social, mental and emotional health needs</b>	Identification and assessment in school Additional advice and support from outside agencies Adaptations to curriculum /PSD curriculum Positive behaviour policy	Interventions that are implemented, reviewed and revised Work with parents to refer to CAMHS TAMHS Targeted intervention to promote social skills and emotional resilience Adaptations to physical environment Personalised Learning Pathways
<b>Sensory and Physical impairment- hearing/ visual impairment, multi sensory- physical and medical needs</b>	Holistic support and programme includes: Physiotherapy (NHS) and School Nursing (NHS on site support Occupational Therapy (School) Speech and Language Therapy (School) Qualified Teacher for the Visually/ Hearing Impaired Qualified Teacher for Multi Sensory Impaired (School) Visiting professionals	Targeted intervention and specialist individual therapy programmes /Teaching assistants with relevant expertise Adaptations to physical environment- enhanced contrast and minimal noise. Compliance with acoustic regulations Adapted hygiene and toilet facilities TAs work closely with teachers to support access to the curriculum Assistive and inclusive technology support Trained trainers in moving and handling Trained trainers in physical intervention Wheelchair Orthotic Clinics/Medicals and dental appointments



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## In addition

All children will have	The following provision
Assessment on entry and screening of individual needs by a multi disciplinary team	The Equality Act 2010 requires schools to ensure that SEND children are not disadvantaged.
Emotional and social needs addressed	Anti bullying, peer support role models
Progress tracked and reviewed	Plans, assessed, reviewed, adjusted, tracked.
Transition arrangements	Access to transition programmes and visits: Person centred reviews
Staff who are trained	Expertise is developed, time for meeting with professionals
Provision that is assessed and evaluated	Whole school policies are evaluated and monitored by the HT and GB
Access to mainstream facilities and extra curricular activities	Children are included with mainstream peers as appropriate to their pathway
Progress that is shared with parent/carers	Parents are informed and actively encouraged to support shared goals at home.

## Access

The school will ensure that all pupils at TVS will have access to all activities and experiences including physical activities. The school focuses on developing skills to remove barriers to learning and this includes ensuring that augmentative and alternative communication strategies, assistive technology are deployed as appropriate and that specialist training is provided. Some aids and equipment are provided by the National Health Service and or charities. Some aids and equipment are specified on the EHC plan to be provided by Education. Currently The Village School provides support for pupils with dysphagia needs because the National Health provider for Speech and Language Therapy declines to provide this support to children at the Village. Our speech and language therapists are fully trained in dysphagia and provide an excellent service. They work closely with our occupational therapists, their assistants, physical management strategy team and the nursing team.

Support for pupils with medical needs is provided by the NHS special schools nursing team and supported by our paediatric first aiders and trained staff. Staffing levels are high with a ratio of 1 member of staff to less than 2 children (1-1.5).

## If you need to complain

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school complaints procedure



- LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LA's)

## Glossary

- SEN- special education needs
- D- disability
- EHC plan- education health and care plan
- Makaton- sign language for children with learning disabilities
- PECs- pictorial exchange communication
- ICT- information communication technology
- SALT- speech and language therapy
- TA- teaching assistant
- CAMHS- clinic for adolescent mental health services
- TAMHS – Targeted support for families mental health services
- TEACCH – Treatment and education of Autistic and related Communication handicapped children
- GB – Governing Board
- HT – Head teacher

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