

SEND INFORMATION REPORT – VALLEY PARK SCHOOL

Academic Year 2026-27

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1. SEND at Valley Park

Every Child Belongs

At Valley Park, we believe that every child should be able to belong, participate, thrive and achieve. We recognise that some students experience barriers to learning arising from special educational needs and disabilities, and our role is to identify and remove those barriers so that every student can access an ambitious, inclusive education.

SEND is Everyone's Responsibility.

Our SEND Team

Staff expertise and training

All staff at Valley Park receive training to develop their understanding of SEND, inclusive teaching and the barriers that can affect students' learning and participation. Our SENCOs provide advice, guidance and professional development to support staff in meeting the needs of students with SEND.

Where a student's needs require specialist expertise, we seek advice and support from appropriate external professionals and use their recommendations to inform provision.

Our SEND Team is led by Mrs Katie Main, Deputy Headteacher for inclusion.



At Valley Park School, Inclusion is led by Mrs Katie Main, Deputy Headteacher. Mrs Main will be starting the NPQ for SENCOs in November 2026. Mrs Main achieved her NPQH (National Professional Qualification for Headteachers) in June 2023 and has developed her career around ensuring that every child has the support and access to education that they deserve. Mrs Main is an experienced Senior Leader, having been in education for 26 years, and a senior Leader for the past 16, with responsibilities around Inclusion, Pastoral Care and ensuring that every child is seen and heard. Her belief is that Inclusion is “Everyone’s Responsibility” and this stretches from the child and parent to every member of staff, and the wider community.

k.main@valleypark.viat.org.uk

SENCOs

Our SENCOs work across specific Key Stages and also provide strategic expertise in particular areas of SEND.

Mrs Sylvia Leeves – KS4 and 5 SENCO, Cognition and Learning



Mrs Leeves, SENCO and Specialist Assessor, has been a valued member of Valley Park School since 2014. She brings more than 20 years of rich, multi-disciplinary educational experience to her role. This includes published Educational Psychology research in schools (Social and Emotional Aspects of Learning), applied Child and Adolescent Psychotherapy, university and A-level Psychology teaching, and specialist psychometric and educational testing. Mrs Leeves also leads on Examinations Access Arrangements. Her area of specialism is Cognition and Learning, in particular Severe and Persistent Literacy Difficulties. Mrs Leeves is deeply dedicated to designing and driving inclusive systems that champion and support students with literacy difficulties.

s.leeves@valleypark.viat.org.uk

Mrs Ali Keysell – KS3 SENCO, Communication and Interaction



Mrs Keysell is a qualified teacher and SENCO with 20 years of experience working across a range of educational settings, including mainstream schools and special schools at Key Stage 3 and above. She achieved the National Award for SEND Co-ordination in 2011, and since then has built a wealth of expertise in supporting students with diverse needs, ensuring they are able to access learning and make progress.

a.keysell@valleypark.viat.org.uk

Ms Hannah Campbell – Social, Emotional and Mental Health, and Physical and Sensory SENCO



Ms Campbell is a highly experienced SENCO, with distinct experiences in both mainstream and special SEND schools. She leads on SEMH and has a vast experience with behavioural and mental health developmental pathways. Hannah has also led on Personal Development, where she led the curriculum design and delivery of PE, Life Skills, Horticulture and PSHE, as well as mentoring and coaching other teachers. Ms Campbell is committed to ensuring that every child can thrive academically, socially and emotionally.

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Learning Mentors

Learning Mentors receive specific training to support the implementation and review of SEND provision, including intervention delivery, student profiles and strategies for supporting students in the classroom.

Learning Mentors are SEND specialists who work alongside students, teachers, SENCOs and families to support the implementation, monitoring and review of SEND provision. They may provide targeted intervention, mentoring and in-class support and contribute to students' understanding of the strategies that help them learn successfully.

2. Our Approach to SEND

Our approach is built on the belief that **high-quality inclusive teaching is the foundation of effective SEND provision.**

Teachers know their students best and are responsible for adapting teaching so that students can access learning. Where a student requires additional support, we use a graduated approach to identify need, put appropriate provision in place and evaluate its impact.

Our SEND provision is therefore not about lowering expectations or creating a separate curriculum. It is about providing **the right support at the right time**, enabling students to participate successfully in the life of the school.

We use **The Mountain** to explain how we organise support for students with SEND.



Base Camp — Universal

The strong foundation experienced by every student: high-quality teaching, relationships, predictable routines and adaptive classroom practice.

Pathway — Targeted

Additional support for students who need something beyond the universal offer, identified through assessment and reviewed for impact.

Hillside — Targeted+

More sustained or personalised support where barriers to learning require a greater level of intervention.

Summit — Specialist

Highly personalised and specialist provision, including support linked to statutory EHCP provision where appropriate.

The Mountain is not a hierarchy. Students do not have to "climb" towards the Summit. Base Camp is a place of belonging, and support is responsive to the individual needs of each student.

3. What types of SEND do we provide for?

Students at Valley Park may experience needs across one or more of the four broad areas identified in the SEND Code of Practice:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Physical and/or Sensory**

We recognise that needs do not always fit neatly into one category and that each student's profile is individual. We therefore seek to understand the whole child rather than focusing solely on a diagnosis or label.

4. How do we identify SEND?

We identify SEND through a range of information rather than through diagnosis alone. This may include teacher assessment and observation, progress and attainment data, attendance and engagement, information from previous settings, student and parent/carers views, and advice from external professionals.

Where a student continues to experience significant barriers despite high-quality inclusive teaching and appropriate targeted support, the SENCO will work with the student, family and staff to consider whether additional SEND provision is required.

5. How do we identify and respond to need?

We use an **Assess – Plan – Do – Review** approach. Our SENCO coordinates provision through Assess, Plan, Do, Review, and assessment draws on teachers, students, parents/carers and external professionals where appropriate.

Assess

We gather information from the student, family, teachers and appropriate professionals to understand the student's strengths, needs and barriers to learning.

Plan

We agree the adjustments, strategies and provision that will best support the student.

Do

The agreed provision is implemented consistently, with the classroom remaining at the heart of the student's experience.

Review

We evaluate whether the support is making a difference and adapt provision where necessary.

We don't simply provide support. We ask whether that support is working.

6. What does SEND support look like?

SEND support will look different for every student because **there is no single SEND profile.**

It might include:

- adaptive teaching and classroom strategies;
- scaffolding, modelling and chunking;
- support with communication and interaction;
- targeted literacy or numeracy intervention;
- support with emotional regulation and engagement;
- assistive technology;
- support from a Learning Mentor;
- specialist advice or intervention;
- provision specified within an EHCP.

The aim is always to **remove barriers while maintaining high expectations.**

A diagnosis does not automatically mean that a student will be placed on the SEND register, and students without a diagnosis may require SEND support.

7. How do we adapt teaching?

High-quality inclusive teaching is a main aspect of Base Camp. We expect that all staff use the “Mainstream Core Standards” within their lessons, and therefore every child’s needs are catered for, no matter what is needed. Our aim is that every student, with or without identified SEND, can engage successfully with learning and make progress. Examples of teaching strategies used to ensure that all students can access learning are:

- explicit instruction and modelling;
- scaffolding and chunking;
- vocabulary support;
- visual and written instructions;
- adaptive questioning;
- checking understanding;
- assistive technology;
- appropriate adjustments to resources and tasks.

Teachers remain responsible for the learning and progress of all students, including students with SEND.

8. How do we secure additional resources

Where a student's needs require additional equipment, resources, staffing or specialist support, we consider the provision required through our graduated approach.

We use the school's SEND resources appropriately and, where necessary, work with the Local Authority and external professionals to secure additional support or specialist provision.

As part of Kent County Council's inclusive framework, Valley Park collaborates closely within our local **Community of Schools** network. This partnership allows our SEND and pastoral teams to share best practices, pool specialist knowledge, and align inclusive provisions across the Maidstone area. Through this collaborative model, we work alongside local partners and the local authority to effectively assess, monitor, and deploy additional support resources—including High Needs Funding top-ups—ensuring that every student with special educational needs or disabilities receives targeted, timely, and responsive intervention.

9. Listening to our Students

Student voice is an important part of our approach.

We want students to understand their own strengths and needs and, increasingly, to be able to explain:

What helps me most?

Students are supported to identify the strategies, adjustments and interventions that help them access learning successfully. This information is then included on the student's iProfile, which all staff can access, and is co-written with the student alongside their SENCO or Learning Mentor. This helps us move beyond adults simply *doing things to or for students* and towards students becoming active participants in their own education.

10. Working with Families

Parents and carers are important partners in understanding a student's needs.

We will work with families to:

- share information about strengths and needs;
- identify barriers to learning;
- agree appropriate support;
- review progress and provision;
- listen to concerns and student/family perspectives.

Where a student has an EHCP, we will work within the statutory framework and ensure that the provision specified in **Section F** is appropriately planned, delivered and reviewed.

We value co-production and recognise that parents and carers bring important knowledge about their child's strengths, needs and experiences. For students receiving SEN Support, we also hold a Record of Outcome meeting three times each year to review provision and ensure that students receive the best possible support throughout their time at Valley Park.

We involve students and their families in decisions about SEND provision through meetings, student voice, reviews of provision and ongoing communication with school staff.

We seek to understand the student's own views, strengths, aspirations and experiences and use these alongside information from families, teachers and professionals when making decisions about support.

11. How do we monitor whether support is working?

We don't simply provide support. We ask whether that support is working.

We use the following to ensure that we have a clear and accurate view of what is happening for the child, at every point of their education.

- teacher assessment;
- student views;
- parent/carer views;
- progress and attainment;
- behaviour/engagement where relevant;
- intervention outcomes;
- external professional advice where appropriate.

12. EHCPs and Statutory Provision

Students with an Education, Health and Care Plan (EHCP) have provision specified in Section F of their plan. Valley Park is responsible for ensuring that this provision is appropriately planned, delivered and reviewed.

We work with students, parents/carers and relevant professionals to understand the provision required and to monitor its implementation and impact.

13. How do we support emotional, social and mental health?

We recognise that emotional wellbeing can affect a student's ability to learn, participate and feel that they belong in school.

Students may receive support through their Head of Year, Learning Mentor, SENCO or other appropriate members of staff. Where appropriate, we work with external professionals to provide additional support.

We listen carefully to the views and experiences of students with SEND and work with students and families to identify strategies that support emotional regulation, engagement and positive relationships.

We also work with **Place2Be**, which provides counselling support within school, and other external services where appropriate.

We take concerns about bullying seriously. Our approach to preventing and responding to bullying is set out in our **Anti-Bullying Policy**.

[Anti-Bullying Policy](#)

14. Transition

We recognise that transitions can be significant for students with SEND. We work with students, families, previous and future settings and relevant professionals to plan appropriate transitions, including transition into Year 7, movement between key stages and preparation for adulthood.

As a school, we visit as many primary schools as possible prior to our new Year 7s joining us for their two Transition days. Where we are not able to visit, we make contact with every primary school, and where students have additional needs, our SEND team make contact directly with the SENCO through a face to face event of all participating schools across Maidstone. Students who need additional support, are invited in for additional Nurture Days, either for SEND or for general anxiety and vulnerability flagged by Primary Schools or families. Families are always welcome to come for additional visits to ensure that the transition into Secondary is as smooth as possible.

15. Inclusion, accessibility and participation

We are committed to ensuring that students with SEND and disabilities are able to participate fully in the life of the school.

We make reasonable adjustments where required and work to remove barriers to accessing the curriculum, school environment and wider school activities.

Students with SEND are encouraged and supported to participate in trips, clubs, enrichment, sporting activities and other opportunities alongside their peers. Where necessary, we work with students and families to identify and remove barriers to participation.

We take steps to ensure that students with disabilities are not treated less favourably because of their disability and provide appropriate adjustments, equipment and support where required.

Further information is available in our Accessibility Policy and Equality Information and Objectives.

[Accessibility Policy](#)

[Equality Information and Objectives](#)

16. Admissions

Valley Park follows the published admissions arrangements of the Trust and the Local Authority.

Students with SEND and/or disabilities are considered in accordance with these published arrangements. Where an Education, Health and Care Plan names Valley Park, we work with the Local Authority, the student, their family and relevant professionals to plan appropriately for admission and ensure that the student's needs are understood.

We consider reasonable adjustments and any appropriate support required to enable students with SEND and disabilities to access school successfully.

[Admissions Policy](#)

17. Working with other professionals

SENCOs liaise with educational psychologists, health and social care professionals and other external organisations.

In school we also have access to Place2Be, an external organisation who work full time in school to provide a counselling service where and when needed, to all students. We also utilise access to You Life Guidance, who can provide coaching, Speech and Language Therapy and additional access to external advice when needed.

Where external professionals are involved, we work with students and families to understand their recommendations and incorporate appropriate advice into the student's provision.

18. Looked-after and previously looked-after children

We recognise that some students with SEND may also be looked-after or previously looked-after.

We work closely with the Designated Teacher, SENCO, student, family/carers and relevant professionals to ensure that SEND provision and other support arrangements work together effectively.

Where a student has a Personal Education Plan or other statutory support arrangements, we ensure that these complement the student's SEND provision and contribute to their wider outcomes and aspirations.

19. What can parents do if they are concerned?

If you are concerned about your child's learning, wellbeing or access to school, please talk to us.

Your first point of contact will normally be your child's Head of Year or the relevant SENCO, who can help us understand the concern and identify the appropriate next step.

We want to work with you early, openly and positively.

If you have a concern, please contact:

manager@valleypark.viat.org.uk

Our administrative team will then allocate your email and query to the right team, ensuring that you receive a response and are supported through our next steps.

We also use an online support network LinkEdtohome, which allows families to directly access support and guidance, as well as see more general support through a safe and secure network.

20. What if I have a concern or complaint?

We encourage parents and carers to raise concerns early so that we can work together to resolve them. In the first instance, concerns about SEND provision should normally be discussed with the relevant SENCO, or can be passed directly to Mrs Main who has oversight of SEND and Inclusion.

Where appropriate, concerns may be escalated to the Headteacher/Head of School in line with the school's Complaints Policy.

Complaints Policy

Families can access further information about SEND services and support through Kent County Council's Local Offer. We will also signpost families to appropriate independent advice and support services where required.

The following link is a good place to start if you need any external support:

[IASK \(Information, Advice and Support Kent\)](#)

Parents and carers can also access independent information, advice and support through **IASK (Information, Advice and Support Kent)**. Where appropriate, we will signpost families to independent disagreement resolution, mediation or other specialist advice.

Related Documents and Information

Related documents

- SEND and Inclusion Policy
- Accessibility Policy
- Equality Information and Objectives
- Anti-Bullying Policy
- Complaints Policy

- Inclusion Strategy
 - Kent County Council Local Offer
 - IASK – Information, Advice and Support Kent
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Glossary

SEND – Special Educational Needs and Disabilities

SENCO – Special Educational Needs Co-ordinator

SEN Support – Additional provision for students whose special educational needs require support beyond the universal offer

EHCP – Education, Health and Care Plan

APDR – Assess, Plan, Do, Review

Section F – The section of an EHCP that specifies the special educational provision required

iProfile – The student profile containing key information about a student's needs and the strategies that help them learn

Mainstream Core Standards – The expectations for inclusive classroom practice that support access to learning for all students

Every Child Belongs

Our role is to identify and remove barriers, providing the right support at the right time so that every child can **thrive, participate and achieve**.

Everyone's Responsibility.
