



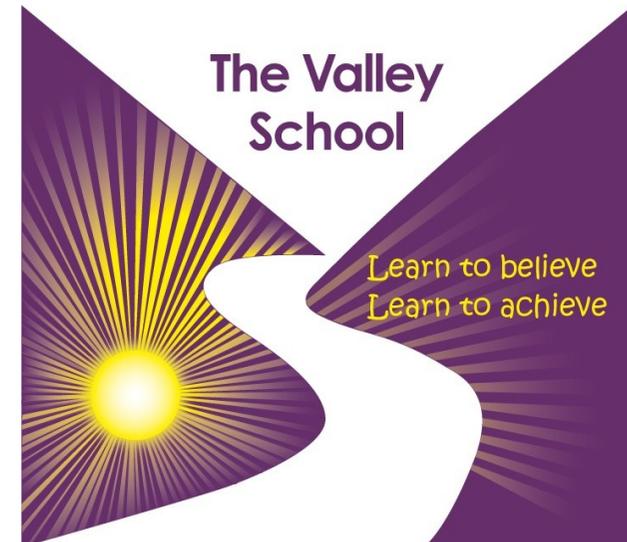
Working at The Valley School is exciting, exhilarating and exhausting. We are all part of the same team and we need each other, on good and bad days, to get the most out of our roles.

You are surrounded by colleagues who will care for you, laugh with you, eat chocolate with you and even cry with you.

Thank you for joining our team and making it even more special.

Corina

Staff Induction Handbook Part 2



Headteacher - Corina Foster
The Valley School
off Broadhall Way, Stevenage SG2 9AB

We're glad you're here

We hope you have found your first few weeks here at The Valley School enjoyable, and that you are starting to find your feet.

We know there is a lot of information to take in when you start a new job, so we are hoping that this Induction Handbook Part B will support you over the coming weeks and months.

This handbook has been put together based on what colleagues have told us would have been useful to know when they started. If you think of anything that you believe would be helpful to new colleagues joining us, please do let Paula Frost, School Business Manager, know so we can keep building on it.

Just a reminder that your buddy and mentor are still on hand to answer any questions you may still have.

Your buddy is

Your mentor is

Your SLT link is

All school policies are in the staff shared area of the network and on the school website.

All comments and heading MUST take account of the date when reports are sent home

Teacher comments

Word (or compatible programme)

Century Gothic 12

- Double justified
- Single spacing
- 6pt paragraph setting
- About 5-6 full sentences – not bullet points
- Content must not be repeated
- Preferred forename to be used consistently

Content:

- Comment on the progress made since the last report
- State what the pupil is now able to do
- Describe the pupil's attitude and approach to their learning
- Describe the pupil's attitude and approach towards others
State clearly how the pupil can improve or can continue making progress

"Corina has made steady progress this year. She has developed her skills and is now able to remember key words and short phrases, which she can modify and adapt according to the situation. She can recognise single words when written and can write numbers to 5 from memory. Corina is not very enthusiastic and needs a lot of encouragement to start new tasks, but she has gained in confidence throughout the year and has started to believe in herself more. She has started to work well with one other pupil but finds it challenging to engage in group tasks. In order to continue making progress, she must concentrate on listening for key vocabulary to help her to understand."

Tutor comments

- Can only be written after teacher comments have been completed
- Should reflect what is contained in the report and give an overall view of progress, strengths and areas of concern

Year teams to discuss and agree good models before each reporting cycle

Reports and Reporting Schedules

Day	Stages	Actions required
1	Previous template issued for reference.	Using the previous template as a starter, SL/LL to start looking at whether it is still relevant.
8	Subject headings to be completed	LL/SL Overview of the year, so that parents/carers know the content. Use double inverted commas for any titles, do not use semi-colons. Note the dates for sending home. Use Autumn, Spring, Summer and present tense
22	Teacher comments to Kellie	See opposite for guidance Kellie to add to template.
29	Collated content to tutors	Always just before a holiday. Role of the tutor Corrections Cohesion Content Register Overview
32	Collated and corrected reports with tutor comments to Kellie Kellie to pass to Corina	SLT make a comment on every report
34	Reports with SLT comment	Kellie to collate, add attendance and print
40	Reports to go home	Thursday before Consultation Evening
45	Parents' Consultation	Model varies by year group – led by Learning Leader

Some dates for your diary

There are some key events throughout the year that make for a better occasion if as many staff as possible can attend.

There is an expectation that staff employed on a 52 week contract will attend these events, but all staff are warmly welcome.

Dates are on the school calendar—please ask if you need to know how to find them.

- Celebration Evening
- School Production
- Summer Ball and Leavers Supper
- Parents Evening
- Barn Dance and Fireworks
- Games Night
- Taskmaster and It's a Knockout

AT THE VALLEY SCHOOL, WE TALK A LOT ABOUT “DIFFERENT 4 DIFFERENT”



It doesn't mean we have different standards of what is acceptable.

It doesn't mean that we put up with things because our pupils have Special Needs.

It doesn't mean that we have different rules for all of our pupils.

It does mean that, in our commitment to ensure that our pupils leave us as effective learners, who manage their language and behaviour in a way that means that they can be influential members of the community, who can be part of positive relationships, who can hold down a job and be independent, we recognise that the route to success is different for each pupil and that the amount of support and creativity needed is unique.

If everything else is going well, we might well focus on

As the teacher of a lesson being covered, it is your responsibility to provide the learning for your students. This learning should be enough to cover the whole of the learning time and should not include, 'free time' on I pads or computers. This learning should be e-mailed to the Deputy Head.

The Cover Sheet is completed each morning before briefing. The office staff will make sure anyone that is covering on that day has been given the necessary information. The Deputy Head will pass on any cover work.

A Cover Sheet is placed in each register folder. As Form Tutors it is your responsibility to ensure the pupils know of any changes to their routine and do not arrive at a lesson without knowing it will be different.

If you have any queries about cover, please speak to your Learning Leader or Caroline Mahoney.

Thank you

Cover

Reminder!

If you are unwell or unable to get into school, you need to phone school by 7.30 am, so that where necessary cover can be arranged. Please remember that even if you message other members of your team, you must still phone the main office to ensure the message gets to the person arranging cover.



Cover Routine

Where possible Cover will be arranged within your team.

As there are at least two Learning Partners in each team, where possible Learning Partners will work together to supervise classes. There may be occasions when this is not possible and you will be asked to cover a lesson on your own.

Only one name can be entered on the cover sheet. It will be expected that the Learning Partner that is usually present in the lesson will already be there and so the name of the supporting Learning Partner will be entered on the cover sheet.

the fact that a pupil is not wearing the right uniform. But for another, their uniform is possibly the smallest of the barriers we are trying to overcome and we may choose to ignore it whilst concentrating on a more urgently presenting barrier.

For one pupil, just “the look” may be all that is needed to change a behaviour, whilst for another we know that ignoring the behaviour at the time will be more effective.

Our B4L policy is built upon the principle that we do the least possible to bring about the desired outcome, but the least possible may have to be quite serious if other interventions have not achieved the desired outcome.

For many of our pupils, what we have in our general provision is inventive and creative enough to allow them to be making progress. However, for some, we may need the additional interventions offered in the Sensory Room or The Hub. Some may even need the very expensive route of alternative provision at a different setting.

As Senior Leaders and Learning Leaders, there will always be a small group of pupils who take a large proportion of our time.

No lack of progress or inappropriate language or behaviour should ever be left unchallenged, but the response needs to be in line with a commitment to make things better, so timing may need to be considered, as may time, place and audience.

None of us should be harmed in our role, either physically or emotionally, but in order to stop our pupils causing harm, the answer may take a long time and there may only be tiny steps of progress along the way.

“Different 4 Different” works because we have incredible knowledge of our pupils. In addition, the quality of our relationships with each other and with our pupils is second to none and is the root of all our successes.

You only have to look at our year 11 pupils and remember the journey they have been on to know that it works – but it does only work “over time” and, in some cases, “over a very long and bumpy time”.

This is individually supported and enabled under the leadership of Paula Frost, the School Business Manager.

AUTUMN TERM

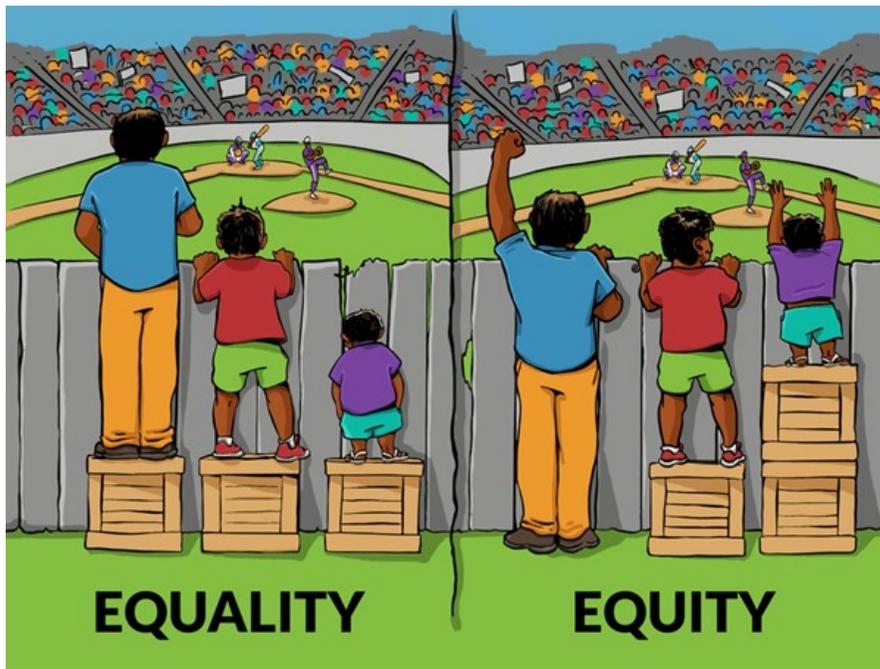
There are CPD sessions and staff meetings each Monday from 3.30 – 5.30, including all the “delivered” sessions, like Child Protection, Prevent etc.

SPRING TERM

Everyone follows a personalised CPD route, agreed with their line manager. Time can be used flexibly, so not all staff are in school during the normal CPD hours. Some staff follow accredited courses, some work together to research and share knowledge and others deliver and attend a range of workshops.

SUMMER TERM

Working Parties are set up, with clear objectives, and all staff are expected to join Governors to be part of the ongoing decision-making and development planning for the school.



You will be advised when the next Steps training is taking place so you can receive this training. Refresher training is also undertaken annually.

Hertfordshire Steps tutors at The Valley School are Graham Hawkins, Paul Nash, Taney Howarth

I DO LIKE MONDAYS

All staff whose job involves working directly with pupils, in classrooms, offices and other learning spaces, are employed to include the hours up to 4.30 every Monday and 5 INSET (in-service training) days. This ensures that staff meetings and Continuing Professional Development (CPD) activities can remain a collective priority and shared experience.

We hold one INSET day on the first day back after the Summer holidays. This time is used for general updates, time to be together and for teams to plan and prepare together.

The other 4 INSET days are “disaggregated” throughout the year. Monday sessions run until 5.30 and we gain an extra week of holiday time in the Autumn term by including the pupils’ “Occasional Day”.

For each member of the site team, there is the opportunity to create these extra 5 holiday days by building some additional hours into their working year.

SOME TOOLS IN YOUR TOOLKIT

In order to meet the needs of our pupils and enable them to make progress and learn well, every pupil has an **Individual Learning Portrait** (ILP).

This is a simple, one page document that takes everything we know about a pupil and, working with them and their families, “translates” it into a practical guide which identifies clearly and simply how to help that pupil learn well.

Tutors work with other members of their team to make sure it is fit for purpose and that it is easily read by any other adult in the school. It will need to be updated at the point of transfer between years and at the annual review of the EHCP. Occasionally, it will also need to be updated at other times, if there is a change of need or circumstance.

Written in the first person, it is a document that is in place at all times, is up to date, relevant, real and practical.

If issues arise about behaviour, progress, anxiety or a short term issues, pupils may need a targeted **support plan**, designed to dig down and discover the underlying issues behind the presenting needs and to agree what adults are going to do to overcome the issues and then ensure the presenting needs are able to improve. These are put in place by a team of people and are reviewed and adapted frequently (weekly/fortnightly) until improvements are made and the additional support is no

longer required. Long term interventions are included in the ILP.

A **Medical Support Plan** is required if the pupil has a medical condition that may require knowledge, medication or action during the school day. These are developed in conjunction with families and senior leaders (usually Caroline Mahoney) and are designed to be simple and practical.

Individual Risk Assessments are required if any pupil has additional needs that make a specific activity more risky. The intention is to find a way for pupils to take part in all activities and to identify the barriers and overcome them. They will vary according to the circumstances.

The **Hub**, The **Sensory Room** and the **Pupil Listener** Service offer additional opportunities for us to meet the needs of those pupils who are identified as needing them. Referrals are made through year Learning Leaders to Louise Casey (Learning Leader Interventions).

Hertfordshire Steps

At the Valley school we use Hertfordshire Steps which is a therapeutic approach to creating positive behaviours.

The approach has a focus on discovering the experiences and feelings which lead to negative behaviours and not the behaviours themselves.

The programme is split into two parts. **Step On** with a

focus on de-escalation and guiding and escorting techniques and **Step Up** with a focus on de-escalation and restrictive physical intervention techniques.

The Steps approach is based on the following principles:

- Shared focus on inclusion of the young people within the school
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

The steps approach will provide you with :

- A theoretical understanding of the some of the roots of negative behaviours
- Strategies to promote positive behaviours
- Deescalating strategies.
- An understanding of the legal framework around physical restraint
- Escorting, guiding techniques on the Step on course. Restrictive physical Intervention techniques on the Step Up course.