

## SEND Information Report – 2018/2019

Victoria Primary Academy is a primary school for children aged 4-11 years with approximately 420 children currently on roll. Students on the SEND register will have special needs that broadly cross the following four areas of SEND as stated in the Code of Practice 2014: cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical needs.

### ***How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs?***

Victoria identifies children with SEND through analysis of progress and attainment data, pupil progress meetings and specific assessments. Referrals are made from teaching staff to the SENCO, usually via a weekly SENCO surgery. In-depth information on a child is gathered through classroom observations, meetings with parents and relevant assessments. Outside agencies such as Educational Psychologist and Community Paediatrician, are also used to clarify and ascertain a child's Special Educational Need.

Once a pupil has been identified, and during the process of identification, relevant interventions are put into place to ensure the child can access their learning and receive the appropriate support. We employ a cycle of assess, plan, do, review as per the graduated approach stated in the SEND Code of Practice.

If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or SENCO and your child's needs can then be discussed.

### ***How will school staff support my child?***

The SENCO is responsible for leading SEND which is done in close liaison with the other members of the senior leadership team. A team of outside specialists work alongside the SENCO to ensure students are supported both inside and outside of the classroom. In addition to teaching staff who support SEND, it is delivered by a team of TA's, 1:1 TA's and welfare officers.

The class teachers and SENCO will involve you in all support plans for your child. School staff will measure the impact of the support given to your child and the progress your child is making. Whatever resources are required in mainstream setting; school will endeavour to provide them.

### ***How will the curriculum be matched to my child's needs?***

The school recognises that children are at different levels in their learning and learn in different ways. Where children are underachieving and/or identified as having special educational needs, the academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- Teachers differentiate work as part of quality first teaching
- Small group intervention time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual intervention
- Personalised curriculum where appropriately
- Bilingual support/access to materials in translation
- Further differentiation of resources
- Use of fiddler toys, visual timetables, workstations,
- Lunchtime nurture / support groups.

- Speech therapy sessions
- Variety of counselling / self-esteem programmes of intervention
- Use of technology / laptops/ touch typing
- Occupational therapy / physiotherapy interventions
- Sensory Circuits
- Individual reward charts / behaviour charts
- Lego Therapy
- Social stories
- Support within class for 1:1 intervention
- Support outside class for 1:1 intervention
- Pastoral support for children with SEMH
- Service Six counselling
- Parenting courses such as 1,2,3 Magic and The Wonder Years

We understand that children learn at their own pace so we closely monitor progress using Additional Needs Plans for children who require this level of support. All parents are invited to contribute to their child's Additional Needs Plans and we will keep you informed of any progress that is made in meeting the targets in the plan.

***What support will there be for my child's overall wellbeing?***

The school will keep in close contact with you about your child's overall wellbeing. To support the development of positive behaviours and friendship groups we have friendship groups, social groups and lunchtime support to support all children in building friendships. We also have 'worry boxes for children to write down any concerns they have about any aspect of their school life. We use our PSHE curriculum to ensure that all children are listened to and we have a School Council for children to share their views and ideas. Pastoral needs are discussed daily by the Inclusion Team and SENCo and impact of interventions is reviewed accordingly.

We offer a range of interventions including:

- Counselling
- Theraplay
- Drawing and Talking
- Service Six counselling
- Protective Behaviours

***What specialist services and expertise are available at or accessed by the school?***

We commission the services of:

- Educational Psychologist
- NHS Speech and Language therapist
- Occupational Therapist
- SEMH Panel
- Croyland Nurture Provision
- ASD/ADHD team – ADHD specialist nurse
- Community Paediatrician
- Child & Adolescent Mental Health Service (CAMHS)
- Early Help and prevention practitioners

- Sensory Support Service
- Teacher of the Deaf

***What training do the staff supporting children and young people with SEND receive?***

In accordance with Section 6 of the SEN Code of Practice 2014 our Special Educational Needs Coordinator is a qualified teacher working in our Academy and is gaining the statutory accreditation.

All staff are trained in how to best support all vulnerable learners in order to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the academy from the open market. Service level agreements and quality assurance criteria are put in place at the point of commissioning and senior leaders are responsible for reporting to Directors on the efficacy of these arrangements (including value for money).

The SENCo attends Network Inclusion Meetings and Annual Inclusion Conference to keep up to date with any legislative changes in SEN. Regular staff meetings delivered by the SENCo and training is also delivered by outside specialists.

***How will my child be included in activities outside the classroom including school trips?***

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

No child is ever excluded from a school trip/residential. Risk assessments are fully inclusive.

***How accessible is the school?***

Our Accessibility Plan clearly demonstrates how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions. We consult with specialist professionals and parents to ensure that we are able to provide the equipment and facilities to support children. There is wheelchair access to most areas of the school, including the outside environment. We are aware of the requirements around creating calm and neutral classrooms.

***How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?***

You will be invited to look around the school and meet senior staff. We will contact any early years settings, or other schools your child has attended to gather information about their needs. We will contact any specialist services that support your child to ensure that we are working in partnership to achieve the best outcomes for your child.

We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes. We develop a transition plan in partnership with you, your child, the new setting and specialist staff

supporting your child to ensure that they enjoy a smooth transition. We are flexible in our approach depending on need and will ensure a smooth transition into setting.

***How are the school's resources allocated and matched to a child's or young person's special needs?***

The school's SEN budget is allocated to meet the needs of the children on the SEN Register. The progress and attainment of all children is tracked and resources are allocated according to need. The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed. We also use the school budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate. When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our academy will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the academy will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other schools in joint purchasing/hire of equipment. All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

***How is the decision made about what type and how much support my child receives?***

Following guidance from the Code of practice 2014, Victoria adopt early identification using a graduated response.

Children are identified through teacher referrals to the inclusion team and pupil progress meetings. Appropriate actions are identified from these referrals. Progress is monitored through pupil progress meetings, learning plan targets and intervention targets. Children are assessed in a variety of ways including:

- Boxall profile
- Wellcomm language assessment
- Educater Assessment System
- SDQ

***What do I do if I have a complaint about SEN provision for my child?***

- In the first instance we encourage you to contact your child's class teacher or the
- SENCo.
- If you still have concerns then please contact the Head Teacher
- In the unlikely event that your concern is not resolved then please follow the schools
- complaint policy.

***Children who are looked after by the local authority***

The arrangements outlined above apply to children who are looked after by the local authority where the child has special educational needs.

***Who can I contact for further information?***

If you require more information about our school, please go to our school website:

<https://www.victoria-pri.northants.sch.uk/>

If you would like to talk to a member of staff please contact your child's teacher, SENCo or the Head Teacher. The Local Offer can be found at <https://www3.northamptonshire.gov.uk/councilservices/children-familieseducation/send/local-offer>