Special Educational Needs and Disabilities (SEND) Information Report

Victoria Road Primary School

Inclusion Team

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Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:

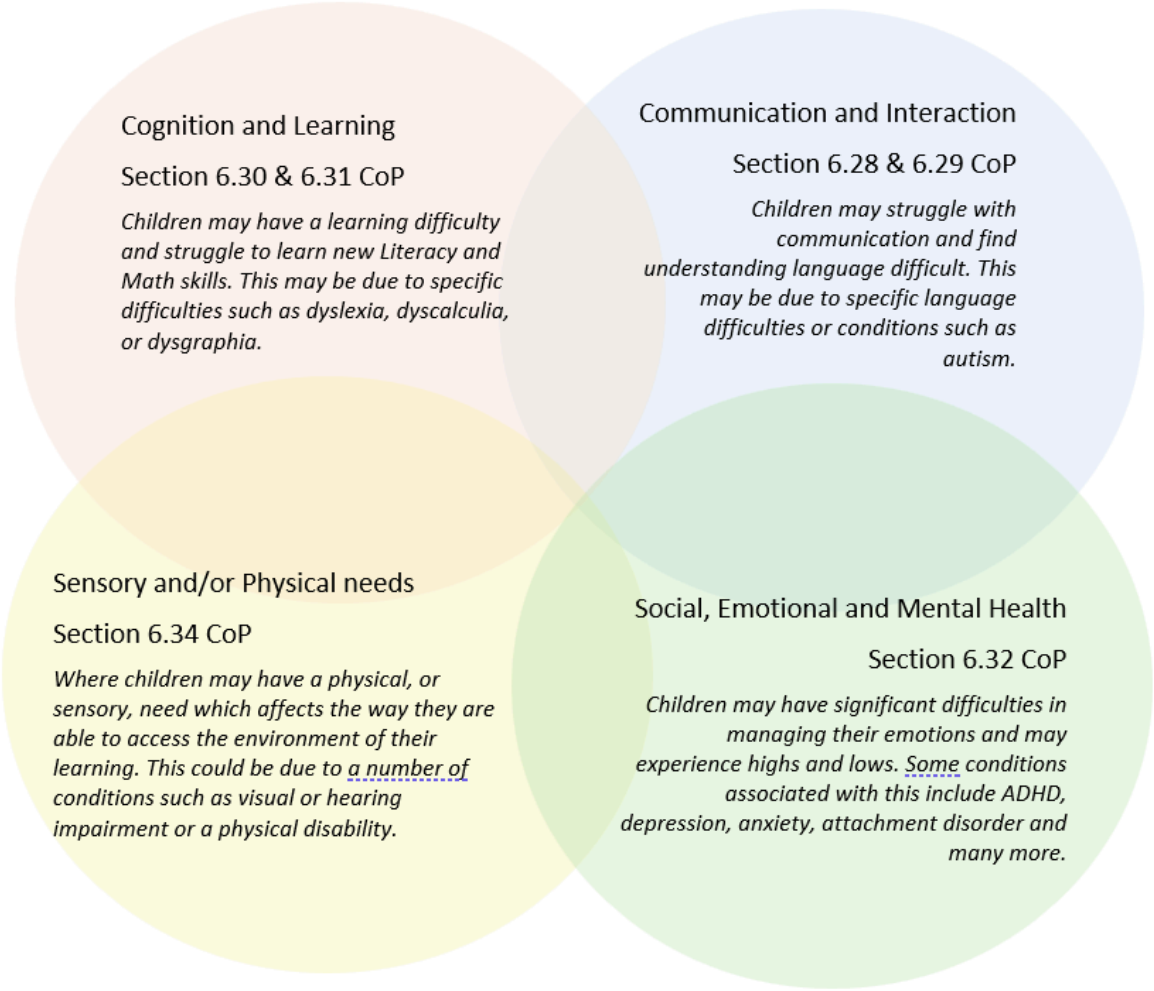
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: www.victoriaroad.co.uk

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

2. Which staff will support my child, and what are their key responsibilities?

At Victoria Road Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

As well as your child's class teacher, other key staff include:

Kelly Collens and Zana Fletcher - Co-Headteachers

Jill Evans - Assistant Headteacher

Alice Lewis - Inclusion Manager

Sue Vincent - Family Liaison Officer

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Alice Lewis.

They have 9 years experience in this role. They are a qualified teacher and have worked as a teacher at Victoria Road Primary School for 15 years.

They achieved the National Award in Special Educational Needs Co-ordination in November 2017. They have completed a Level 7 qualification in 'Specialist Teaching and Assessment for Dyslexia'.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Additional training by all or some staff has been completed for the following areas:

First Aid including asthma, anaphylaxis and diabetes
Autism
Attention Deficit Hyperactivity Disorder (ADHD)
Behaviour Management
Reading
Phonics
Language Through Colour
Maths
Sensory Processing
Selective Mutism
Makaton
Speech, Language and Communication Needs
Wellbeing
Social, Emotional and Mental Health (SEMH)
Attachment and Trauma
Nurture
Bereavement
English as an Additional Language (EAL)
Down Syndrome
Dyslexia
Dyscalculia
Mainstream Core Standards

Teaching assistants (TAs)

We have a team of 13 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

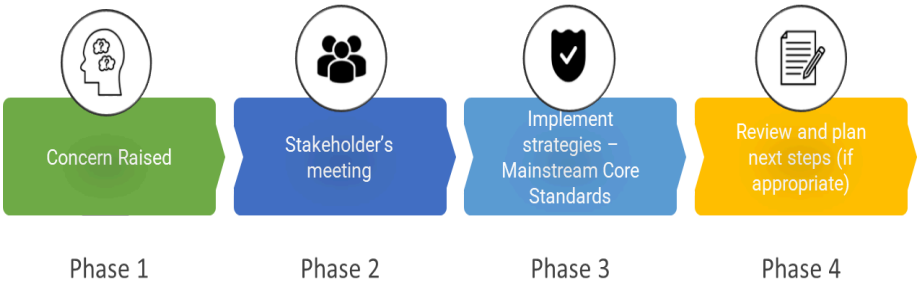
We have a number of teaching assistants who are trained to deliver interventions such as Sensory Circuits, Clever Hands, Fizzy, Reading, Spelling (Stareway to Spelling, Toe by Toe, Hornet), Maths (Plus 1, Power of 2), Precision Teaching, Language for Thinking, Language for Learning, Speech and Language Link, Verve, Intensive Interaction, Memory Magic, Lego Therapy, Circle of Friends, Emotional Literacy Support Assistant (ELSA), Drawing and Talking, Bereavement Groups.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Emotional Wellbeing Team
- Safeguarding Services
- School Nurses
- School Health
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and Language Therapists
- Physiotherapists
- Voluntary sector organisation

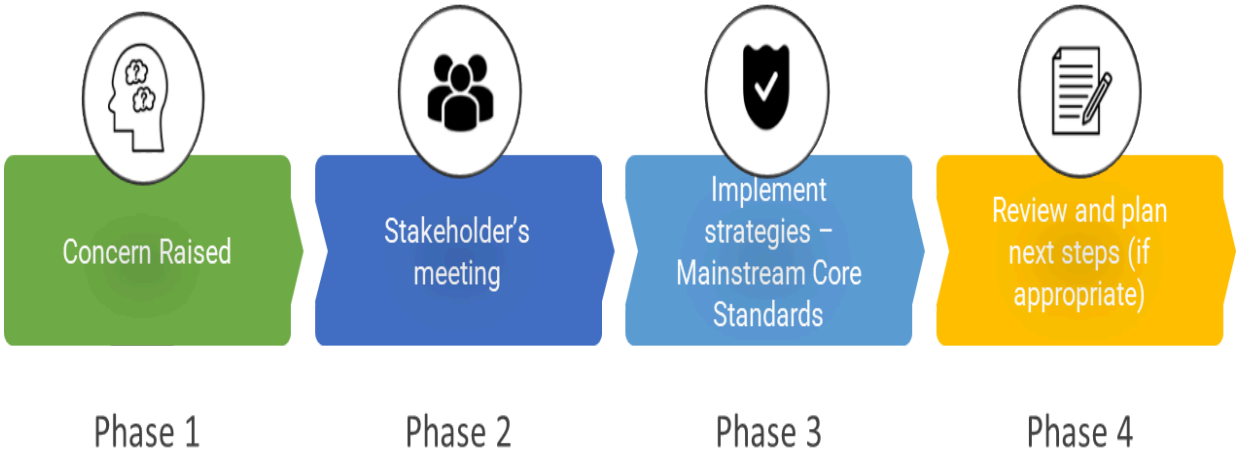
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. You can contact your child's class teacher by phoning (01233 620044) or emailing (school@victoria-road.kent.sch.uk) the school office to book an appointment. Alternatively, you are able to speak to teachers at the end of the day on the playground or use your child's contact book to pass on messages.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include completing further assessments on a pupil, observing them in class or at different times of the day or looking at individual or class data.

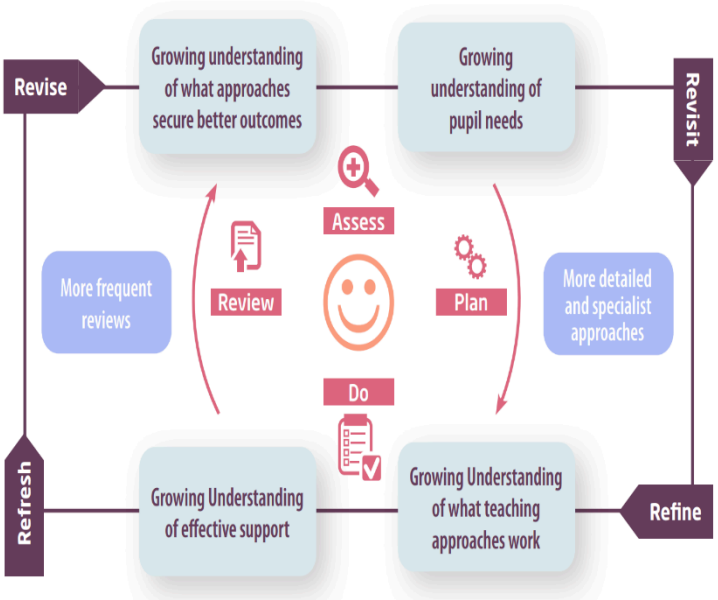
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide an annual report on your child's progress in the summer term.

If your child is on the SEND register they will have a Personalised Plan in place and this will be reviewed and shared with you 3 times per year (end of Term 2, end of Term 4 and end of Term 6).

A member of staff who knows your child well will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or speak to our Family Liaison Officer (Sue Vincent) or Inclusion Manager (Alice Lewis).

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Pupil Conferencing activities with their teacher or key staff.

8. How will the school adapt its teaching for my child?

Your child's teacher/s are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids such as Chromebooks, coloured overlays, visual timetables, larger fonts etc.
- Teaching or support staff will support pupils appropriately depending on their presentation of need.
- Scaffolding lesson materials.

Victoria Road Primary School has an Accessibility Plan which is regularly updated. It covers increasing the extent to which disabled pupils can participate in the curriculum. It can be accessed via the school website: https://www.victoriaroad.co.uk/page/?title=Policies&pid=98.

We may also provide the following interventions:

Regular emotional check-ins, Sensory Circuits, Clever Hands, Fizzy, Reading, Spelling (Stareway to Spelling, Toe by Toe, Hornet), Maths (Plus 1, Power of 2), Precision Teaching, Language for Thinking, Language for Learning, Speech and Language Link, Verve, Intensive Interaction, Bucket Time, Memory Magic, Lego Therapy, Circle of Friends, Emotional Literacy Support Assistant (ELSA), Drawing and Talking, Bereavement Groups.

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals 3 times a year.
- Reviewing the impact of interventions after 10-12 weeks.
- Using pupil questionnaires.
- Monitoring by the SENCO and Leadership Team.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan).

10. How will the school ensure my child has appropriate resources?

Victoria Road Primary School has a notional SEND budget which is used to provide appropriate resources and facilities to support pupils with SEND. In some cases, where agreed with the Local Authority, the school can apply for additional top up funding.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning.
- Adaptations to in class support.
- Further training for our staff.
- External specialist expertise.

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to PGL in Year 5 and/or Year 6.

All pupils are encouraged to take part in school activities including sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Victoria Road Primary School follow the school's admission policy for all pupils including prospective pupils with SEN or a disability. The admission policy can be viewed on the school's website here: https://www.victoriaroad.co.uk/school-policies/ .

- Prospective pupils whose EHC plan names the school will be admitted before any other places are allocated.
- The oversubscription criteria is followed to avoid unfairly disadvantaging prospective pupils with a disability or special educational needs.

13. How does the school support pupils with disabilities?

Victoria Road Primary School supports pupils with disabilities and has taken the following steps to prevent disabled pupils from being treated less favourably than other pupils:

- Liaises with and embeds advice from external professionals.
- Follows and implements care plans where these are required.
- Ensures those with disabilities can access school trips and have opportunities for extra curricular activities alongside their peers.
- Access to disabled toilet and medical room.
- Additional training for staff when needed.
- Opportunities for parental and pupil discussions.
- Accessibility Plan regularly reviewed and updated. See Accessibility Plan for more information. This can be accessed here:

  https://www.victoriaroad.co.uk/page/?title=Policies&pid=98.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to put themselves forward to be part of groups and school initiatives including Head Boy and Head Girl (Year 6), Peer Mentoring Support, School Council, Children's Wellbeing Team etc.
- Pupils with SEND are also encouraged to be part of extra curricular clubs and activities.
- We provide extra pastoral support for listening to the views of pupils with SEND by offering additional check ins with the class teacher, support staff, FLO or Inclusion Manager.
- The school follow and embed the 6 Principles of Nurture.
- We have a 'zero tolerance' approach to bullying. Any reported incidents are fully investigated and dealt with quickly.

15. What support is in place for looked-after and previously looked-after children with SEND?

Our designated teacher is Alice Lewis.

Phone: 01233 620044

Email: alewis@victoria-road.kent.sch.uk

She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND but will have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to meet and discuss pupils and the support in place.
- Schedule transition week with the incoming teacher towards the end of the summer term
- Provide each child with a social story to help prepare them for the change.
- Offer additional transition support for children and parents who need it.
- Invite SEN parents and children to a meeting with their child's new teacher so that additional information can be shared.

Between schools

When your child is moving on from our school, we will pass relevant information onto the new school.

Between phases

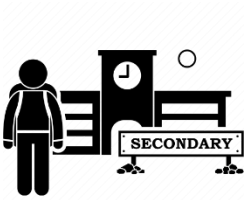
Early Years Foundation Stage (EYFS):

- The Class Teacher has conversations and visits with nurseries and childminders and can offer visits for those pupils who need it.
- Home visits are offered by the Class Teacher and FLO for all pupils.
- Pupils attend stay and play sessions which are built up over the summer term.
- Parents are able to attend coffee sessions during these times and meet key staff and other families.
- The class teacher and SENCo liaise with the SENCo and key staff at nursery to ensure that there is a smooth transition for those pupils with SEN and / or disabilities.

Secondary School:

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:



- Learning how to get organised independently
- Plugging any gaps in knowledge
- Meeting with key staff from secondary schools.
- Additional support or transition for vulnerable pupils or those with SEN and / or disabilities.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. Kent County Council publishes information about the local offer on their website:

https://www.kent.gov.uk/education-and-children/special-educational-needs

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Information, Advice, and Support Kent (IASK)

Provides legally based information, advice and support on educational matters relating to special educational needs and disabilities, including health and social care.

Contact Details:

03000 41 3000

iask@kent.gov.uk

https://www.iask.org.uk

Local charities that offer information and support to families of pupils with SEND are:

Includes Us 2

Listening, supporting, empowering disabled children and their families

https://www.includesus2.org.uk/

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. What should I do if I have a complaint about my child's SEND support?

The normal arrangements for the treatment of complaints at Victoria Road Primary School are used for complaints relating to the provision made for SEND. The complaints policy and procedure can be found on our school website: www.victoriaroad.co.uk

Complaints about SEND provision in our school should be made to the class teacher/SENCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages