



**VICTORIA**  
Primary School

**SEND**

**School Information  
Report**

**July 2021**  
*Review July 2022*

This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement

**Work Hard, Be Kind.**

**Victoria Primary School** is an inclusive school where diversity is celebrated.

## **What is SEN&D and SEN&D support?**

SEN&D stands for **special educational needs** and, or a **disability**.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people (CYP) of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

## **Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?**

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEN&D Policy is followed in their classroom.

## **Victoria Primary School**

**SENDCo: Rachel Mousley**

**SEN&D Governor: Richard Henderson**

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

## **The kinds of SEN&D provided for in our school are:**

When identifying the nature of a CYP special educational needs, the four areas of need that are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the CYP may need support in more than one of these areas.

## How are Children & Young People (CYP) with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a CYP has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all CYP. From this, the school can identify CYP making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium. Staff and SENCo make use of NOVA Trust's Identification of SEND Guidance documentation.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCo and class teacher, to consider all the information gathered from within the school.

Parents/carers will be notified by a school, when the following will be discussed:

- the CYP areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a CYP is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a graduated approach which consists of a four part cycle:

**Assess:** an analysis of CYP need will be carried out by the subject teacher & SENCo. Outside agencies may also be involved.

**Plan:** if the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.

**Do:** interventions/support will be delivered.

**Review:** the effectiveness of the intervention/support will be reviewed regularly.



We aim to work with the CYP and parents throughout this process.

## Our School is:

**Victoria Primary School:** A Nova Education Trust academy in the Nottingham City local authority area. The school accommodates 26 Nursery pupils, 45 in each year group in Reception and Key Stage 1 and 60 in each year group in Key Stage 2.

Within our school is our 'Cadbury class' provision. This is a specialised class led by the school's SENCo and two specialist SEN&D Teaching Assistants. This class for 8 children (Y1-6) has an alternative curriculum and timetable to mainstream school and provides personalised learning to support children with significant learning needs alongside other conditions relating to SEMH, Communication and Interaction and Autistic Spectrum Conditions. The majority of the children who attend this class receive HLN (Higher Level Needs funding).

Furthermore, we also have Rowntree class, led by our Pastoral Assistant Headteacher. This class of 15 children and 3 adults caters for Key Stage 2 children who require significant support with academic learning and provides a specialist intervention which cannot always be achieved within a mainstream class.

## **What are the different types of support available at our school?**

Teachers have the highest possible expectations for your child and all CYP in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of CYP including those with SEN&D via The National College and NASEN. This includes whole school training on SEN&D issues.

Teachers adapt planning to support the needs of CYP with SEN&D.

Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEN&D to access the curriculum.

Teachers and other adults in the classroom work together to give targeted support according to your child's needs.

Your child is fully involved in learning in class.

Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

### **Specific group work intervention**

This could be a small group or 1:1 and be for communication (speaking and listening), writing, reading, spelling, numeracy, social skills, physical skills, behaviour skills and emotional well-being. These could be delivered by a teacher, TA, or intervention support staff. On occasions, these may be delivered by external agencies such as the behaviour support team or mental health support team who work closely with our school.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

Adapting the Classroom Environment

Using adapted resources

Use of computing

Behaviour Plans

Visual aids

Having someone scribe your work

There are many more that may be put in place depending on the individual pupils needs.

### **Outside agencies**

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

## **How we measure progress?**

CYP progress is continually monitored by class teachers, SENDCo and Senior Management Teams. Progress is reviewed at regular intervals and formally once each term. If your child is at SEN&D Support or has a EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to subject teachers at a parents'/carers' evening.

The progress of CYP with a EHC Plan is formally reviewed at an annual review and may be attended by external agencies such as educational professionals, health care professionals and/or social care.

The SENCo will also monitor that the CYP is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

## **Evaluating Effectiveness**

The SENCo and school leadership team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

## **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher.

If you have concerns that your child has an unmet special educational need after speaking to your child's class teacher, you should contact the SENCo.

## **What support is there for my child's overall wellbeing?**

**SENCo:** Rachel Mousley

**Counsellor:** Sarah Gigg

**Trauma & Attachment TA:** Michelle Coley

**Social, Emotional & Mental Health Lead:** Rachel Mousley

**Education Mental Health Practitioner:** Bethan Wigley and Mairead Loftus

**SEMH Assistant:** Hilary Greenhalgh and Laura Kane

**Routes 2 inclusion (R2i) Lead:** Satveer Kaur

At Victoria Primary school, depending on individual needs, a programme will be put in place to support their individual needs. For example, a behaviour plan, life skills, Happy to be Me, buddy system, peer reading, playground friendship stop, peer mentoring, counselling, study buddies.

Children requiring further SEMH intervention can be supported by our SEMH Lead, our R2i Lead or our full-time school counsellor.

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services such as LA Behaviour Support Service and Education Mental Health Practitioners (via referral).

## **How is SEN&D support allocated to CYP at our School?**

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

CYP who are underachieving and failing to meet targets have interventions in and out of class.

CYP are moved on to SEN&D support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.

For a minority of CYP who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.

CYP with more complex needs who may also require support from outside agencies would be classified as SEN&D support (previously School Action Plus).

The school budget is received from Nottingham City Local Authority, which includes funding to support CYP with SEN&D. This is £6,000 per pupil on the SEN&D register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.

Additionally, the SENCo can apply for Higher Level Needs Funding (HLN) from the local authority where a child's needs require significant intervention and provision. Dependant on the child's needs this will be band A, B or C. Currently the school has 11 children receiving HLN. Each request is reviewed and decided by a panel as to how much additional funding a child may receive.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

CYP already receiving extra support

CYP needing extra support

CYP who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.

CYP will be taken off the SEN&D register if and when targets/outcomes have been achieved.

## **Who else could support your child with SEN&D?**

### **Directly funded by the school:**

Teachers

Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs

Carers

Nurture Group Interventions.

Educational Psychology Service / Inclusive Education Service / ASD Team / Behaviour Support Team

Educational Welfare Officer

Counsellor

### **Paid for centrally by LA/Health Service:**

Speech and Language Therapy

Occupational Therapy

Multi-agency team

Support Services for the Hearing, Physically & Visually impaired

Community Learning Disabilities Team

Child and Adolescent Mental Health Service (CAMHS)

Social Care

School Nurse

Physiotherapy Service

Education Mental Health Practitioners

### **Voluntary Sector:**

Disability Direct

Parent Partnership

Rainbow Careers Forum

Ask Iris

And many more

For more information go to the Local Offer;

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

## **What support do we have for you as a parent/carer of a child with SEN&D?**

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

Class teachers, SENDCo Support are available to discuss issues, as appropriate to their roles in school.

SENDCo can be contacted via email or by arranging a meeting via the school office.

Your child's targets will be reviewed 3 times a year, we will work with you to plan and review these via parent consultation meetings.

We will meet with you 3 times a year to discuss how you think things are going

We will hold meetings with outside professionals where and when appropriate

We hold yearly information evenings/open evenings

We will share information with you about parent/carer support groups/forums.

Parents/Carers have access to the SEND Webpage <https://victoriaprimaryschool.org.uk/page.php?p=sen>

Our full-time Family Support Assistant, Lorraine Whistler, can advise on a wide range of home and school issues.

## **How does the school support CYP with medical conditions?**

The school follows 'Supporting pupils at school with medical conditions. Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some CYP will have a care plan in place.

Key staff are trained to administer Epipens.

Appropriate staff have updates on conditions and medication affecting individual students such as epilepsy and training, where appropriate, so that they are able to manage medical situations.

## **How is our school accessible to CYP with SEN&D?**

At Victoria Primary School, the school is all on one level, movement around school for wheelchair users is not an issue. There are also disabled parking spaces and toilet facilities.

Risk Assessments and Personal Emergency Evacuation Plans (PEEP) are written when necessary.

Teaching resources and equipment used are equally accessible to all CYP.

Some adaptations to classrooms can be made where necessary.

After school and extra-curricular provision is accessible to all CYP including those with SEND.

All CYP have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all.

Risk assessments are carried out prior to any off site activity.

## **How will my child be supported through transitions?**

The school recognises that transitions can be difficult for CYP with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

### **If your child is moving to another school:**

We will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child. All records about your child are passed on as soon as possible.

### **When moving classes in school:**

Information will be passed on to new subject teachers. All relevant information will be shared.

## **Starting school**

### **Starting FS1**

Gradual transition visits into FS1 involving parents/carers

Sharing records

### **Starting FS2**

Visits to pre-school providers if needed.

Parents visits into FS2 prior to children starting.

Transition into FS2 in September.

Sharing records

### **Starting Key Stage 1/2**

Visits to school plus any additional visits that are required.

Parent meetings

Share records

Transition meeting if needed.

### **Transition from Key Stage 2 to Key Stage 3:**

Members of secondary schools will visit your child's primary school.

Transition meeting with staff from both schools

Record sharing

Enhanced transition, which includes visits and activities with designated members of staff

extra support for tests, assessments and examinations will be considered as and when necessary

Where necessary outside agency transitional support from the Autism Team

## **How will my child be able to share their views?**

We value and celebrate each CYP being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council and a specialist SEND Forum held every half term (year 4-6 with year 3 joining in the summer term)

If your child has a EHC Plan or personal SEND Target, they will be involved in writing and reviewing their own Outcomes.

CYP have to the opportunity to complete a questionnaire about aspects of the school.

At Victoria Primary School we have a termly SEND Forum which also includes a member of the main school council.

## **Data**

Pupils with SEND are making good progress.

Children accessing our Cadbury Provision make excellent progress against their personalised targets.

## Gap Analysis

Due to school closures, no current data is available.

## What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school and school now have access to NASEN and The National College.

Examples of training:

Differentiation,

Applying New Code of Practice.

Writing & Reviewing New SEND Targets

Identifying and recording SEND interventions on Whole School Provision Map.

ADHD, ASD, Dyslexia, etc.

SEMH

Working Memory/Cognitive Load

Using specialist medical equipment where necessary

Behaviour

Safeguarding

### Academic Year 2020/2021

<b>Training</b>	<b>Staff</b>	<b>Date</b>
R2i Training	R2i Lead	3rd November 2020
New HLN Training	SENCo	5 <sup>th</sup> November 2020
SEND Group: Lego based therapy	Key Staff	26 <sup>th</sup> January 2021
SEND Group: Supporting Pupils to Secure and Master Basic Reading, Spelling and Number Sense Skills	Key Staff	1 <sup>st</sup> February 2021
SEND Group: Enabling autistic girls to reach their potential in education settings.	Key Staff	February 2 <sup>nd</sup> 2021
SEND Group: Three useful things	Key Staff	February 3 <sup>rd</sup> 2021
AAI Training (Epipen)	Key Staff	Monday 8 <sup>th</sup> February & Tuesday 16 <sup>th</sup> March 2021
NSPCC: Safeguarding Children and Young People with SEND	SENCo	Wednesday 24 <sup>th</sup> March 2021
Restorative Approaches Training: Educational Psychology Service	Teaching Assistants and Key Staff	Tuesday 20 <sup>th</sup> April 2021
Zones of Regulation: ASD Team	Teaching Assistants and Key Staff	Tuesday 27 <sup>th</sup> April 2021
Domestic Abuse and Covid-19: Impact, Awareness and Good Practice	SENCo	Wednesday 5 <sup>th</sup> May 2021

### Academic Year 2019/2020

<b>Training</b>	<b>Staff</b>	<b>Date</b>
Intensive Support Team Training/Workshops	SENCo	27 <sup>th</sup> November 2019



De-escalation & Physical Handling Training	Key Staff	18 <sup>th</sup> December 2019
Girls and Autism	SENCo and ASD Specialist TA	14 <sup>th</sup> February 2020
FUNFIT (Gross Motor/Dyspraxia support programme)	Specialist TA and Carer	14 <sup>th</sup> March 2020
ASD and Transition after Covid19	SENCo and Specialist TA	24 <sup>th</sup> May 2020
Several online webinars relating to SEND	Key staff	Between April and July.

#### Academic Year 2018/2019

<b>Training</b>	<b>Staff</b>	<b>Date</b>
ASD and Anxiety	Key Staff	4 <sup>th</sup> December 2018
De-escalation & Physical Handling Training	All	18 <sup>th</sup> December 2018
Makaton Training	All	May 2019
Precision Teaching	Teaching Assistant	29 <sup>th</sup> November 2018 & 31 <sup>st</sup> January 2019
Anaphylaxis and Use of an AAI	Key Staff	27 <sup>th</sup> March 2019
Development of mathematical understanding and use of effective intervention	Teaching Assistants	2 <sup>nd</sup> May 2019 & 20 <sup>th</sup> June 2019
FUNFIT (Gross Motor/Dyspraxia support programme)	SENCo	14 <sup>th</sup> June 2019

#### Academic Year 2017/2018

<b>Training</b>	<b>Staff</b>	<b>Date</b>
P Scale moderation training	Key Staff	19 <sup>th</sup> September 2017
HLN EYFS Training	SENCo	19 <sup>th</sup> October 2017
Whole School Approach to Mental Health	Key Leaders	28 <sup>th</sup> November 2017
Foetal Alcohol Spectrum Disorders	SENCo & Family Support Assistant	10 <sup>th</sup> January 2018
Autism in the Early years	SENCo and EYFS Staff	7 <sup>th</sup> March 2018
Working Memory Training	All staff	20 <sup>th</sup> March 2018
Supporting Children with Downs Syndrome	Key Staff	8 <sup>th</sup> May 2018
Supporting Speech and Language Difficulties	SENCo and Key Staff	5 <sup>th</sup> June 2018
AET Progression Framework	Key Staff	12 <sup>th</sup> June 2018
Mental Health First Aid	SENCo (Key staff completing in 2019)	22 <sup>nd</sup> June and 26 <sup>th</sup> June 2018
Trauma & Attachment Difficulties Training	All staff	16 <sup>th</sup> July 2018

#### Academic Year 2016/2017:

<b>Training</b>	<b>Staff</b>	<b>Date</b>
ASD 'Making Sense of Autism	Teaching Assistants	9 <sup>th</sup> May 2017
SHARPS Self Harm & Resilience	Teaching Assistants	23 <sup>rd</sup> May 2017
Writing SMART Targets & providing effective provision for children with SEND	All	6 <sup>th</sup> June 2017

Developing an effective learning environment for children with SEND	All	20 <sup>th</sup> June 2017
LEGO Play Therapy	Key Workers for children with ASD	17 <sup>th</sup> July 2017

## What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain please see our complaints policy.

## Documents on the school's website include:

Complaints Policy

Anti-Bullying Policy

Supporting pupils at school with medical conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014

Safeguarding/Child Protection Policy

SEND Policy

A link to school's most recent OFSTED (June 2019) Good with Outstanding Leadership and Management.

Please see [www.victoriaprimaryschool.org.uk](http://www.victoriaprimaryschool.org.uk)

Victoria Primary School

SENDCo	Rachel Mousley	July 2021
Head of School	Russell Gray	July 2021
SEND Governor	Richard Henderson	July 2021

## Special Consideration following Covid19.

**Following an unprecedented period of school closures many provisions were implemented;**

Differentiation of work on Seesaw or collected from school.

Cadbury Class Seesaw page (some links shared with other classes)

Shared a large number of links and resources via school webpage including on the 'Special Needs' page.

Class teachers, SENCo and Family Assistant contacted families to offer support.

ASD Transition packs.

Liaised with outside agencies including intensive support team, mental health support team, educational psychologist, autism team and learning support team.

Risk assessments completed where necessary

Ongoing CPD via webinars on a range of topics including emotional wellbeing, safeguarding and supporting transition back to school for children with autistic spectrum conditions.

Returning to school in September, ALL children had access to a wide range of support, resources and interventions relating to Mental Health and Emotional Well-Being including interventions from our Mental Health Support Team and support from our school counsellor for key children. Interweaved within the school curriculum were lessons and specific focus on emotional wellbeing for all children in school. This will continue into the next academic year.

Further support available where necessary included;

Reduced hours to support transition for vulnerable children.

Ongoing training relating to SEND

Regular meetings with specialists

Counselling available to some children

Trauma & attachment TA leading interventions for SEMH

Risk assessments

SENCo meetings with Parents/Carers

SENCo available full time to support children with SEND within classes and ensure all staff had resources and provision in place to meet their CYP needs.

