



## Victoria Primary School

### Special Educational Needs and Disabilities Local Offer

#### 1. What kinds of special educational needs does the school/setting make provision for?

Victoria Primary School caters for a wide variety of special educational needs and disabilities, including children with medical conditions such as: Autism, ADHD, Dyslexia, physical disabilities, learning difficulties, speech and language delay and other emotional and behavioural difficulties.

The school has provision (not local authority funded) for a small number of children with moderate developmental learning difficulties which provides a highly differentiated timetable and curriculum.

#### 2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Usually a child will be identified in one of the following ways:

- information from a pre-school setting
- a pupil performing significantly below the expected level for their age
- a parent or carer expressing a concern
- concern raised by a member of school staff, for example where self-esteem or behaviour appears to be affecting performance
- Information received from external agencies regarding physical difficulties or a health diagnosis from a paediatrician.

On entry and throughout the academic year we assess all the children using a variety of different assessments. This enables us to identify children who are working behind academically or children who are functioning at a lower than expected emotional/behavioural level. However, it is important to consider that all children enter school with different experiences, progress at different rates and attain different academic levels.

If you are worried that your child might have special needs you should, in the first instance talk to the class teacher. If appropriate, the teacher will discuss your concerns with the SENDCo. Alternatively any parents are welcome to make an appointment to meet with the SENDCo (Miss R Mousley). The main thing is, to share your concern with us. We will always try to be open and honest with parents and we hope they feel able to take the same approach with us.

#### 3. How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The progress data of all children is closely tracked and monitored regularly throughout the school year. The SENDCo carefully monitors the progress of children with Special Educational Needs and supports teachers to develop individual action plans where appropriate (in conjunction with the parent) for children who are not making adequate progress. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having a positive impact. This is done through data analysis and observations. Regular reports are provided to governors who oversee the progress of the children.

The Head of School's report includes a section updating issues relating to SEND which are discussed. This gives Governors the opportunity to contribute to any decisions related to evaluating the effectiveness of provision. Children are not identified by name. There is a designated SEND governor. Under the new Code of Practice we anticipate there will be about 16% of pupils on the SEN register.

Children can be placed on, or removed from the register at any time throughout the year following a graduated approach. At the end of each term, there is a discussion between all class teachers and the SENDCo regarding the sufficiency of provision.

#### **4. What is the school's approach to teaching pupils with special educational needs?**

We follow a fully inclusive curriculum and have high expectations for all children. We ensure that all children are given the opportunity to reach their full potential. Any children (with or without special educational needs) who are not making adequate progress are targeted and appropriate support is put in place. We support pupils with special educational needs by:

- specially prepared learning materials
- the use of appropriate ICT equipment
- appropriate deployment of teaching assistants including small focus groups and our nurture group
- individual support sessions
- specialist equipment/resources
- using specialist intervention programmes within the Waves of Provision
- social skills programmes uses alternative forms of recording their work
- using physical or mobility aids
- using additional visual prompts
- intervention programmes such as Switch on Reading, Precision Teaching and Toe by Toe, are available to support children who require help in a specific area which goes beyond the work available in class.
- seeking support and involvement from outside agencies, for example a Speech and Language Therapist, Occupational Therapist, Educational Physiologist, Behaviour Support Team or Schools and Family Support Services –who may support children with autism or dyslexia.

For children working significantly below age related expectations, with multiple outside agencies involved they may have place in our Nurture provision for children with moderate learning difficulties. They will have a timetable and curriculum different to the mainstream school to meet their level of needs. Most of the children attending this alternative provision have higher level needs funding.

If your child receives significant, additional levels of support, an Educational Health and Care plan (EHC) may be created for him/her. This will detail the specific areas of learning, targets and strategies they are using to improve. You will be involved in this at all stages so you are fully aware of how your child is being supported at school. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled), with the expectation that the child will achieve the target by the time it is reviewed. The plan is regularly reviewed and updated throughout the year and you will have the opportunity to discuss your child's progress at regular parent-teacher meetings and termly structured conversation meetings. You can, of course, access the Head of School, SENDCo or members of the support staff for updates at any time.

#### **5. How will the curriculum and learning be matched to my child's needs?**

All lessons are tailored to the children's needs and work is planned and matched to the children's different abilities. Typically, this might mean that in a typical lesson there would be three different levels of work set for the class. Care is taken to identify a child's specific and preferred way of learning and work is planned accordingly. Where appropriate, a child might have an individual timetable and specific work or additional support depending on their additional need. Teaching Assistants are very experienced, and have the ability to deliver individually differentiated activities and use their initiative to intervene when learning objectives need to be broken down into even smaller steps. Class teachers are encouraged to discuss approaches to differentiation with specialist staff. Teachers/Teaching assistants attend training provided by outside agencies. There are regular discussions between teaching assistants, class teachers, the head and the SENDCo regarding pupil progress.

#### **6. How are decisions made about the type and amount of support my child/young person will receive?**

The teacher and SENDCo discuss together the best support to give a child in conjunction with the parent/carer. Where appropriate, individual timetables are planned for specific children. If a child requires additional one to one support with an adult, then where appropriate the school can bid for additional funding. The child's additional needs would need to match the criteria to qualify for additional funding. This would be applied for by the SENDCo.

#### **7. How will my child/young person be included in activities outside the classroom, including school trips?**

No children are excluded from any activities or school trips. If any child needs additional support of provision then this is provided.

#### **8. What support will there be for my child/young person's overall well-being?**

At Victoria Primary School the staff strive to ensure that the children have very positive relationships with the adults they work with. We have a caring, understanding team looking after our children. Pupils who regularly work with

teaching assistants on a 1:1 basis always have chance to share their worries or concerns during these sessions. We also have a school counsellor 4 days a week, which we offer to children who we feel might need some extra emotional support. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo or Head of School for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, Educational Psychology, and/or the Behaviour Support Team.

#### **9. What training have staff supporting special educational needs had and what is planned?**

Staff have ongoing SEND training and any training needs are quickly identified by the SENDCo. We have a rolling programme of refresher training for all staff in a variety of areas relating to SEND. The SENDCo has the National Award for SEN Coordination, is an ASD champion, has attended many training courses on topics such as Dyscalculia, Trauma and Attachment Disorders, has a Certificate of Competency in Educational Testing and is registered with the British Psychology Service.

#### **10. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?**

In order to make sure that learners with SEND have the required resources in each classroom, a proportion of the budget is used towards class based provision. This might take the form of additional physical resources e.g. enlarged visual aids, additional ICT equipment, writing slopes, alternative seating etc. or assessment materials for dyslexia, dyscalculia etc. Class teachers are encouraged to discuss their resource needs with the SENDCO and Head of School. For those requiring provision additional to class based approaches, funding facilitates the school's range of intervention programmes. In some cases it might also be used to provide additional human resources e.g. teaching assistants, therapists, specialist teachers etc. Specialist training of staff may also be necessary. Funding is applied using a flexible approach, to enable pupils to achieve specific outcomes at any particular time. The budget is the responsibility of the Head of School and regular discussion and monitoring takes place with the SENDCo to ensure that resources are allocated appropriately and cost efficiently.

Where much more specialist personalised equipment is required, the school liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

#### **11. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?**

Parents of all children are invited to have a parent's appointments with their child's class teacher to discuss their progress. In addition children who are classified as SEND support can have addition meetings with their child's teacher to discuss and review targets on their provision maps.

We have an open door policy so parents are welcome to speak to their child's teacher whenever the need arises. The SENDCo regularly reviews the on-going needs of our children and staff. The SENDCo also arranges other meetings with parents if school are concerned about a child. Parents can make an appointment or drop in to see the SENDCo when they feel they would like to speak to her. We welcome the involvement of parents in their child's education as we feel that this is essential to enable children to reach their full potential. Parents are also invited to termly parent forums to discuss any concerns, meet other parents or find advice and support from a range of professionals and resources.

In addition, parents/carers of children who access our nurture provision are invited in to open days to view the progress of their child, speak with SENDco and staff as well finding useful techniques and resources to use at home.

#### **12. What are the arrangements for consulting young people with SEN and involving them in their education?**

Children are involved with their target setting and when appropriate are encouraged to attend parent meetings. The teachers strive to find out the children's interests and tailor the provision in school to meet these interests. The school councils work hard to ensure that they have a correct representation of the children in the school and are involved in organising certain activities and in some strategic decision making. Victoria Primary also has a successful SEND Forum for children to share their views which the SENDCo will share with the Head of School.

#### **13. What do I do if I have a concern or complaint about the SEND provision made by the school/setting?**

We would always encourage parents to discuss any concerns they have with the class teacher in the first instance. Alternatively they could make an appointment to speak to the SENDCo. Please refer to the school complaints policy on the school website.

**14. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The SENDCo provides an annual report to governors and liaises regularly with the governor who oversees Special Educational Needs. This enables the governors to see the progress data of children with additional needs and ask questions to ensure that all children's needs are being met.

**15. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?**

The school SENDCo can signpost parents to a wide range of support organisations such as Family Support, local Support groups. The SENDCo will also refer a child to obtain other professional support if she feels that staff in school needs some advice or training in relation to a specific need of a child. The school website is updated regularly and is a source of information for the parents of children with Special Educational Needs and Disabilities. This information is also shared at our termly parent forum events.

**16. How will the school/setting prepare my child/young person to transfer to/from a different school?**

Victoria Primary School has positive relationships with our feeder schools and plan comprehensive transitions for children with additional needs when they transfer into a different phase of their education including additional supported visits to their new school, detailed communication and pupil passports. Children who join from different areas or during the school year also have their transition carefully planned to ensure that it is positive and successful. Where necessary, the SENDco will liaise with outside agencies (e.g. ASD team) to support a child's transition.

**17. Where can I access further information about SEND at Victoria Primary School?**

You can find all this information on the school's website or you may request a paper copy from the school office.

**18. Who is the SEND Coordinator/Governor and how can I contact them?**

Miss R Mousley – SENDCo

E-mail - [rmousley@victoriaprimarieschool.org.uk](mailto:rmousley@victoriaprimarieschool.org.uk)

0115 807 7750

Mr R Henderson – Named Governor for SEND

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