

SEN INFORMATION REPORT

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN.** The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.** The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
<p>Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.</p> <p>Additional and/or different provision is currently being made in school for children with a range of needs, including:</p> <ul style="list-style-type: none">• Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.• Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.• Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.• Social, Emotional and Mental Health <p>All our staff are committed to supporting pupils with a range of SEND needs and all our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENDCo or other staff with relevant expertise. SEND training forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of our children. The school works closely with other local schools, sharing training opportunities including INSET days and outside experts.</p>
The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

Safeguarding Leads: R Bewick (Safeguarding & Pastoral Manager), E Clark (Principal)

SENDCO: K.Stokoe

SEND Governor: J. Wood

Pastoral Support: R.Bewick

Policies for identifying children and young people with SEN and assessing their need

SEND Policy

Inclusion Policy

Behaviour Policy

Health and Safety Policy

Safeguarding Policy

Anti-Bullying Policy

Arrangements for consulting parents of children with SEN and involving them in their child's education

New pupils

When children have an identified SEND before they start at Victoria, we work with the people who already know them e.g. previous school / pre-school setting to gain a better understanding of the provision needed. We invite all new parents to view the school with a member of our senior leadership team and discuss their children's needs. This information is then passed onto the school SENDCo who will arrange to meet with parents to discuss their child's educational needs.

Existing Pupils

If our staff think that a child has a SEND whilst in our setting, we will observe them over a given period of time in order to make assessments. If we feel that a child requires support above and beyond our day to day 'First Quality Teaching', or that we feel outside professional agencies must be involved, our SENDCo will contact you to make arrangements to meet with you to discuss further strategies and support.

If parents or carers have any concerns about their child, it is important that you make arrangements to meet with the child's class teacher or SENDCO who will advise you on the next steps to take.

Arrangements for consulting young people with SEN and involving them in their education

Once a child has been identified as having a SEND, he/she will be involved in their education from the onset. The intervention and support we offer, depends upon the specific need of the child.

- All pupils identified with SEND will have an IEP (Individual Education Plan). The plan sets out specific small step SMART targets intended to support pupils through targeted interventions in school. The Plans are written by the class teacher, support staff and SENDCO and are evaluated and rewritten termly or before depending on how quickly the targets are met. All plans are shared with pupils and parents during support plan meetings and/or parent's evenings.
- If outside agencies are involved with your child then a termly Support Plan Meeting will take place with you and all professionals involved including the child's class teacher. The SENDCO will chair the meeting and your child may be asked to attend towards the end of the meeting to include him/her in the process.
- Children who have an Educational Health Care Plan or Statement will have an annual review and termly support plan meetings throughout the year in order to assess progress towards meetings targets set. Pupils are invited to attend these meetings at the end if it is deemed appropriate.
- Pupils who are part of the termly Support Plan process / have a EHCP will complete a One Page Profile. This is a one-page summary of the things that are important to a child in both their personal life and their education. This One Page Profile can take many forms and be completed in different ways as it is individual to the pupil and takes into account their needs. This is used to gain the views of a pupil to input into their provision.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

At Victoria we promote a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/or outside agency involvement. Outside agencies are used to assist the school SENDco in identifying, assessing and recording children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and Staff consultation, a child's special needs are identified and the needs are recorded on the SEND Register. As outlined above, an IEP (Individual Education Plan) is devised in collaboration with the child, class teacher and SENDCO. The IEP is shared with parents who are invited to discuss this initially with the Class Teacher. Support Plan Meetings will take place for pupils who are supported by specialists from outside school. These meetings will take place at least termly, in addition to the above mentioned parental meetings.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

There are excellent links with our feeder and transfer schools in order to share information and ensure that the transition between settings is clear, well prepared and is of the up most benefit to the child.

Staff from the schools which our pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in our school with our school Staff familiarising themselves with individual needs and meet with the SENDCo to discuss the needs of all pupils on the SEN register.

Where necessary, a specific transition programme will take place during the final term of school enabling pupils with SEND to visit their new school for extra 'settling in sessions or alongside their parents or carers in order to become more familiar with their surroundings.

Approach to teaching children and young people with SEN

At Victoria all staff are committed to inclusion for all pupils and we use a variety of approaches to ensure this:

Class Teachers:

- plan appropriate work / activities for their pupils

- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on IEPs and discuss these with parents and pupils

Support Staff:

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school.

Intervention:

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home
- specific programmes to address key barriers to learning e.g. Dyslexia reading programmes, Emotional wellbeing programmes, Speech and Language programmes etc.

All interventions are closely monitored by the SENDCO and other members of the Senior Leadership Team in order to ensure First Quality Teaching takes place.



How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

The school building is wheelchair accessible all around the site with a sloping path at the rear of the school

Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities in the following ways.

- Alternative coloured paper is available for pupils with dyslexia.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, iPads are readily available.
- We have equipment and a room where children can experience different types of sensory stimulation; lights, sounds, touch.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.
- For pupils with sensory needs, teachers will adapt the position of pupils in their classes so that they are comfortable in their surroundings and make adjustments to colours on walls etc.

Class trips and in school activities are planned to include all pupils with SEND. Where necessary, parents and carers are involved in planning such activities to ensure safety and inclusion wherever possible.

Please refer to the school Accessibility Plan for more information

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The SENDCO's job is to support the class teacher and support staff in planning for the most appropriate provision for children with SEND. In addition, school employs HLTAs and a team of highly trained support staff to deliver a range of interventions on a small group and 1:1 basis. The SENDCO monitors the progress of all SEND pupils and reports the progress to the Principal and Governing Body.

In recent years the following training has been undertaken by support staff:

- Toe-by-Toe (supporting reading)
- Rapid Writing/Phonics
- Rapid Maths
- Letters and Sounds
- Thrive Training
- Dyslexia Training
- First Aid
- Lego Therapy
- Comic Strip Conversations
- Social Stories
- Positive Handling
- Child Protection
- PREVENT

- Play for Purpose
- Sensory Circuit

Teaching staff have received training from the SENDCO regarding new SEND initiatives and how to write SMART targets.

The SENDCO works closely with outside agencies from services such as Physiotherapy, Speech and language, Occupational Therapy, Educational Psychology and ASD and ensures that the best possible provision is secured for all pupils with SEND within the setting.

Evaluating the effectiveness of the provision made for children and young people with SEN

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At Victoria, we evaluate the effectiveness of the provision for SEND pupils in the following ways:

- through use of termly provision mapping to measure progress and achievement
- by evaluating pupil Individual Education Plans at least three times a year
- through daily observations and assessment in class and intervention and by monitoring progress using class track
- detailed analysis by SENDCO of end of term attainment and progress data
- through use of pupil/parents interviews/questionnaires
- monitoring of teaching and learning in interventions by SENDCO
- through termly support plan meetings chaired by SENDCO and supported by teaching staff, parents and multi-agency professional
- by inviting other agencies to jointly observe pupils and their provision

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

At Victoria, all activities are accessible to all children with special educational needs. Where necessary, we will make reasonable adjustments to support individual pupils, working in consultation with parents and use individual risk assessments to ensure all needs are met.

The extra-curricular activities on offer vary depending on the year group and the time of the year and information is sent out to parents in advance. We offer a range of activities to support individual needs, these include arts and crafts, choir, drama and a range of sporting activities.

Support for play times, lunch times and entering and leaving school is allocated on an individual basis, according to need. All mid-day supervisors have access to medical care plans.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

At Victoria, we pride ourselves on being a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential. Every child is treated as an individual and pastoral arrangements can be made discreetly as required. We have a team of teaching assistants who work in a pastoral capacity supporting pupils with specific emotional and social needs on a weekly basis in the afternoons.

Our school uses the Thrive Programme to assist in identifying, setting targets and supporting pupils with SEMH needs in school. Pupils are initially baselined against a set of criteria (this is done alongside a Thrive trained practitioner and the Class Teacher) this information is then used to set targets and strategies/ activities that will support a child with their specific area of need. This is shared with parents so that the same strategies can be used at home also.

Many of our children form an attachment with a particular member of staff and in these instances this member of staff may be best placed to offer support to an individual that is experiencing a challenging time. Class circle times are regularly used to support the needs within the class.

If a child is exhibiting challenging behaviour we will seek to identify the causes and look to adapt the environment, learning and other possible contributing factors to alleviate some of the behaviour. We use a variety of reward systems focusing on incentives that matter to the child. We have interventions in school that focus on feelings and managing anger.

Where relevant we will work as parents to identify needs of the family as a whole. This may involve completing a CAF (Common Assessment Framework). This enables a holistic view to be sought and relevant referrals made to other agencies which may be able to support your child as well as your family. This may lead to a TAF (Team Around the Family) meeting which draws together all of the involved agencies to enable a co-ordinated approach.

At Victoria, all teaching staff and Teaching Assistants have received training in order to deliver emotional and social support with individual pupils or small groups.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

We work closely with a number of outside agencies including:

- Integrated Sensory Support Service (supporting physical difficulties, hearing and vision impairments)

- Educational Psychologists
- ASCETS service (ASD)
- Speech and Language Therapists
- CAMHS
- School Nursing Team
- Physiotherapists
- Children's Centre (offering support for families in the local community)
- Integrated Family Support Service (IFSS) (offering independent advice to families)
- Social Service

All agencies that are involved with your child will be invited to the Termly Support Plan meetings and for children with a statement / Education, Health and Care plan, the annual review. If representatives are not able to attend in person they are asked to contribute a written report.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

We hope that you will find us approachable and will feel comfortable talking to us about any issues. It is very important to us and your child's success that we can work in partnership. We are open to suggestions and welcome feedback.

If you have a concern, query or complaint you can speak to your child's class teacher or our SENDCO. If you are not content with the response, the next contact should be the school Principal. If the outcome is still not to your satisfaction, you can contact the Chair of Governors.

Contact details are below:

SENDCO – Mrs K. Stokoe

Principal - Mrs E. Clark

Executive Principal – Mrs B. Nixon

Please either call the school on 01709 863273 or email at admin@victoria.doncaster.sch.uk

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

The school's contribution to the Local Offer has been published on our school website

Please refer to this document if you require any further details concerning SEND within our school

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.