

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

**Our approach and ethos for supporting children with special educational needs:**

At Victoria Primary School we ensure that we support the needs of each child as an individual. We have high aspirations for all our children to achieve the best that they can for their ability and personal needs. Children have access to high quality teaching within the classroom, focused interventions and support where needed as well as support from specialist services if and when appropriate. When a child is identified by their class teacher as having additional needs we use a graduated approach to support and identify the additional support a child may require. We have a continuum of need which include the following areas:

- First Concerns – a teacher has concerns and additional interventions may be offered
- SEN Support – children who have been identified as having additional needs and require provision that is additional to and different from the mainstream curriculum
- Complex - children who have been identified as having complex and significant needs and may be in the process of an EHC assessment or have an EHC in place
- Specialist – children who have an EHCP and are receiving education in a specialist provision

**We provide for the following kinds of special educational needs (SEN):**

We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. We support pupils with a range of needs including Cognition and Learning needs, Communication and interaction Difficulties, Visual and Hearing Impairments, Physical Disabilities, Speech and Language Disorder and Delay and Social, Emotional and Mental Health.

**We identify and assess pupils with SEN using the following methods:**

Children with SEND are identified as early as possible within our school through discussion with class teachers, teaching assistants (where appropriate) and parents. Initial identification may typically come from school staff working directly with the child or from concerns brought by parents or carers. These concerns might be based on a pupil's wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND.

Early identification is paramount, therefore staff working in school monitor children's progress every term through pupil progress meetings and discuss the needs of each individual child.

Following identification, concerns are brought to the attention of the school Inclusion Lead who discusses them with school staff working with the pupil, the pupil's family and the pupil themselves, if appropriate. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes.

Depending on the level of the child's needs, the decision might be made to offer additional support within the classroom, for example, advice might be offered to the class teacher in order to support an individual curriculum for the pupil. For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

**We evaluate the effectiveness of our SEN provision in the following ways:**

SEND pupils are championed at all pupil progress meetings, termly, by the SENCo, where progress and attainment (numerical data and objective specific assessment) for all SEND pupils is reviewed and provision from the previous term is evaluated. New targets and provision mapping is then set up for the term ahead. In addition, pupil voice is conducted on a regular basis with all SEND pupils and interventions and support activities are observed to evaluate their quality and impact.

**Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:**

All pupils are assessed on an on-going, formative basis using the school's assessment and tracking system. Where needed, children are tracked using small step progression on an individual basis dependent on the child's needs. Individual provision mapping for each SEND pupil is completed and updated termly, with targets set for each term. These assessments are reviewed termly at Pupil Progress Meetings with the Principal, SENCO Lead and class teachers.

**Our approach to teaching pupils with SEN includes:**

**Quality First Teaching -**

In every class, the lessons are taught with each child's needs in mind. Activities are differentiated in order that all children are appropriately challenged but are able to participate at their level. In order to support children with SEND, class based approaches may include: Alternatives forms of recording work; Visual prompts; Specialised equipment; Small group or individual teaching; Peer support; Extended time for writing/ reading/maths tasks.

**Interventions -**

If a child needs a higher level of support that cannot be accommodated within Quality First Teaching, small group or individual interventions may be offered. For example: Boosting Reading @ Primary (BRP); Handwriting Shines; Personalised targeted reading; Targeted short term maths intervention; Targeted short term writing intervention. For children with more complex needs, a more personalised programme may be appropriate. This could include group or individual interventions on an academic or social level. Programmes used to support children include ELSA and Forest Schools.

**Outside Agencies -**

For those with significant or complex needs, the school seeks the advice of specialists: Educational Psychologist; Speech and Language Therapist; Paediatrics.

Where additional levels of support are required, a personalised support plan is created, which will outline the provision available to each child and will be available to parents/carers. In addition, parents/carers will be fully involved and will have the opportunity to discuss their child's progress at regular parent/teacher meetings. There is also an opportunity to contact the school Inclusion Lead via email or in person to discuss pupil needs in more detail.

**We adapt the curriculum for pupils with SEN in the following ways:**

All class teachers take responsibility for meeting the needs of all learners in their class by creating scaffolds to support the learning and provision. Where pupils have SEND, class teachers will be aware of the pupil's strengths and weaknesses, firstly through the first concern documents and then their SEN Support Plan.

Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by revisiting objectives that are covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners.

For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in and outside the school.

All additional provision for pupils with SEND is overseen by the SENCo and monitoring of these pupil's progress takes place at regular SEN meetings held between the class teacher and the Inclusion Lead.

**We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:**

The school will always make all reasonable adjustments to ensure that all pupils with SEND can take part in all whole school activities, as well as activities which enhance the wider life of the school.

We endeavour to offer all our pupils the same learning opportunities. The school has a range of equipment and resources to support children with SEN. For example, coloured overlays, reading schemes, handwriting programmes, writing slopes. We try to maintain some flexibility in order to include our children with SEND. This may include the provision of additional staff or a change in accommodation for a residential trip and individual risk assessments.

Our support staff are trained regularly in the wide range of needs we have across the school and how best to support each individual SEND child's needs.

We have a range of after school activities that welcome all pupils from our school. The school building is accessible.

**The following emotional, mental and social support is available for pupils with SEN:**

The school supports children via ELSA sessions, social skills groups, friendships groups, 1:1 talk time, forest schools, 1:1 support in class and at unstructured times, Sports Coaches.

**Safety and SEND**

As a school we recognise the key importance of keeping all our children safe in the community, online and within school. We recognise the additional risks and vulnerabilities that children SEN may have and ensure that all learning is appropriate to their level of understanding and revisited in a timely and consistent manner. Children with SEN needs are taught specific lessons on safety appropriate to their individual needs and at a level that they are able to engage with and understand. The school are supported by the MAT in delivering Online Safety training for staff that has a focus on supporting children with SEN needs.

**In addition, we use the services of the following specialists:**

- Educational Psychology Service
- Speech and Language Therapists
- School Nurse/NHS
- Community Paediatrician
- Occupational Therapists

**Our admission and transitional arrangements for pupils with SEN include:**

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils

When a child with SEND is transitioning to another school the SENCO will discuss transition arrangements (both in to school and onwards) with parents, other educational settings and external agencies and plan the most effective transition. This could include additional visits, a longer phased introduction, 1:1 support for a time.

**Our arrangements for ensuring the involvement of parents of children with SEN are as follows:**

The point of contact for all parents/carers of pupils with SEN is the SENCO – Cara Chesters  
cchesters@victoriaroad.cheshire.sch.uk

Following identification of concerns by a class teacher, the SENCO and class teacher will meet with the pupil's family for a timely discussion. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. The SENCO will also signpost the parent to any other agencies and sources of advice/support. Parents of pupils with SEN have regular meetings with their child's class teacher and the SENCO to review their progress, their need and to plan future provision.

**Evaluation of the Effectiveness of Provision for Pupils with SEND**

The SENCO meets with class teachers each term to review the progress of children with additional needs. Plans and support are updated in collaboration with parents and any outside agencies involved. A full report on the progress of children will be presented to the Governing Board once per year and the identified SEND Governor will be encouraged to take a full challenging role regarding the progress of these children with the SENCO.

**Our arrangements regarding complaints from parents of pupils with SEN are as follows:**

If you are not happy about your child's provision and you would like to discuss further please do not hesitate to contact the SENCO for further support. The class teacher and parents will meet to discuss concerns and together formulate an action plan for next steps for the child.

Please see the link to the Complaints Policy within the policy section of the school website if you wish to make a complaint

For further guidance on SEND, please follow the link to the Cheshire West and Chester Live Well website:

<https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>