



Victoria Park

Primary Academy

SEN Information Report

September 2016

1. The kinds of special educational needs for which provision is made at school:

VPA is committed to providing for any child that is identified as having a special educational need. The categories of need fall into four broad areas; these are cognition and learning, communication and interaction, social emotional and mental health difficulties and sensory and/or physical needs. Currently in our school, we have a number of pupils who fall into these four categories. During the last two years in particular, we have seen an increase in the number of pupils who are coming to us with communication and interaction difficulties. With this in mind we have ensured the appropriate training has been delivered to all staff. In September 2016, all staff received training on Down syndrome and Expression Matters. There has also been an increase in pupils joining us with nut allergies and seizures. At the start of this academic year also, the school health service was enlisted to deliver the latest guidelines on asthma, seizures and nut allergies. We recognize the importance of not making this training exclusive to support staff only as we as a whole school are responsible for the inclusion of these pupils.

2. Identification and assessment of pupils with SEN:

All teachers at the start of each academic year will meet with the school's special needs leader to discuss their class's individual needs. The SEN leader will inform the teacher of their current SEN pupils and what provision they will be receiving and also provide the opportunity for the teacher to share concerns they have about a pupil. If it is deemed that the child meets the criteria as set out in the SEN handbook, the process of identification will begin.

The SEN leader will in the first instance arrange to observe the pupil. They will then collaborate with the teacher to gather information about the child and arrange an appointment to meet with the parents/carers (See 7).

3. Making provision for pupils with SEN:

The effectiveness of provision for such pupils is evaluated in a number of ways; these may include observations in the classroom, reviews and observations conducted by external agencies and individual pupil reviews which includes data summaries, personal profiles and measuring progress against targets as set out on their action plans.

When assessing and reviewing the progress of pupils with SEN, the same systematic and stringent approach as used for all pupils is adopted. Pupil progress meetings are held every term with members of the senior management team. At these meetings, the progress of all pupils is looked at carefully and teachers are accountable for ensuring their pupils are in receivership of high quality Wave 1 teaching. Pupil progress will be measured from the individual pupil's starting point. This then takes all pupils into account.

VPA is committed to teaching pupils with SEN no differently to others and will make the necessary adaptations to the curriculum and learning environment. There are many aspects, if not all, of the learning challenges that a SEN pupil can access with or without support. The curriculum is skilfully differentiated and resources are provided for those pupils that need it. For example, a task board may be given to a child that is easily distracted or a visual timetable is provided for a child that may have a communication difficulty. Our pupils on the Autistic spectrum have access to the local children centre's sensory room. These are but a few examples of adaptation.

The appropriate support will be put into class; this can be 1:1 or group support. Bespoke interventions out of the class is also normal practice. VPA have a high calibre of teaching assistants who are thoughtfully deployed throughout the school according to need. These include SEN assistants, EAL, Focus year group and DIRT (Directed Improvement Review Time). Identified SEN pupils all have individual programmes of work called action plans and we adhere to the 'Assess, plan, do and review' model. These are delivered both in and out of class. In agreement with the parents, action plans are written and agreed having identified targets both short term and long term.

All curriculum activities are available to SEN pupils. In addition, special arrangements are made for pupils who may require that something extra. For example a physically less able pupil will have access to a hydro pool swimming session off site if this is what they require. VPA will consult and collaborate with Orchard outreach re a more suited curriculum if the pupil is performing significantly below their peers and they have complex needs. VPA has excellent partnerships with agencies to whom children have been referred to. This includes for example speech and language and sensory support. We also work closely with the Early Years Team to ensure as smooth a transition as possible takes place for pupils with identified needs, coming into our Nursery and Reception.

Support is available for improving the emotional and social development of pupils with SEN: this is via our learning mentor and good practice within the classroom (RE, PSHE). In May 2016, Emotion Coaching was delivered to all of the staff; this new approach/strategy helps pupils to understand and manage their emotions. In September 2016, mindfulness sessions were delivered to all classes bar Nursery. The mental health of all of our pupils is of paramount importance to us, therefore we value the whole school approach when considering the social and emotional health of our pupils.

4. Name and contact details for the Special Educational Needs Leader:

Mrs KIRAN KAINTH 0121 558 8701

5. Expertise and training of staff who work with SEN pupils:

VPA is committed to the professional development of all staff who are working with SEN pupils. Teaching assistants attend courses that are particularly relevant to their specialist area. This includes manual handling, autism awareness and non crisis intervention to name just a few. We also work closely with specialist organisations like the Complex Communications Team or the Orchard Outreach who will come into school and observe our pupils and provide recommendations to staff. This ensures ongoing specialist expertise. During 2015-2016, TAs received training on gross/fine motor skills, precision teaching and dyslexia. Two TAs attended MAPA training; this was formerly known as NON CRISIS intervention.

The SEN leader also conducts performance management with all teaching assistants in line with regulations for teachers. This contributes further to their professional development and gives profile to the efforts of the school's support team, again securing specialist expertise.

6. Equipment and facilities to support children with SEN:

Funding for equipment and facilities is secured through the school's SEN notional budget and in some cases, high cost funding applications are made. The necessary equipment is always available through either purchase, modification or adaptation. In terms of facilities, we have a physiotherapy room, quiet spaces and other small areas for interventions.

7. Consulting parents of children with SEN:

VPA adopts an open door policy for parents to contact the school's SEN leader regarding any concern they may have about their child's learning. In turn, the school will contact the parent in the first instance if they wish to share their concerns. This can be done informally or formally. The SEN leader and class teacher will invite the parent to a meeting and share their child's views; this is called an 'All about me' sheet where the child has spoken about their strengths and weaknesses. An action plan will be completed at this meeting outlining targets and a review date will be set. Parent's views are of the utmost importance and they will always be consulted when school wishes to involve outside agencies for assessment of their children. We strive to work closely with parents as their relationship with the school is one of the most important ones.

8. Arrangements for consulting young people with SEN about their education:

The voice of the child is also of paramount importance and at VPA we provide ample opportunities for the children to drive their own learning. They are actively involved in their own assessment and are able to say what they need in order to progress. This can be an independent or supported process. During the last three years, VPA has worked closely with a rights based organisation called CHANGING YOUNG LIVES. They campaign tirelessly for pupils with disability and SEN and work with the government at both a local and national level. During 2014-2015 they came into school to deliver a workshop to our year 5/6 pupils on the Local Offer. The pupil's views were gathered and submitted to

the local authority. In September 2015, the start of last academic year, they delivered workshops to our Y6 pupils on mental health providing a great platform for the pupils to share concerns or fears they may have had about life beyond primary school.

Pupils work well with their support member of staff both in and out of the class; they are also integrated well in the class and the teacher has good knowledge about their pupils. Targets are discussed and agreed with the pupils. SEN pupils complete personal profiles regularly.

Student leadership is strong at VPA and we are mindful that pupils of all abilities are fairly represented on these boards.

9. Arrangements made by the governing body to the treatment of complaints from parents of pupils with SEN about provision made at the school:

Parents may contact the school regarding any issue or concern about their child's provision. They may contact the class teacher in the first instance who may then refer to the SEN leader. It is a parent's prerogative to contact the Head of school and/or the Chair of Governors. Any complaint would be thoroughly investigated and a swift resolution sought.

10. How the governing body involves health, social services and others in meeting the needs of pupils with SEN and supporting their families:

VPA has developed good partnerships over time to address the above. If a pupil has not made sufficient progress despite intervention in the class or out, advice will be sought from the appropriate agencies. Parental consent will always be sought and no further action will be taken without considering the parent's views. The relevant agency may make arrangements to meet with the parents at school to go through their actions with them. School also has an Extended Services Manager who has many links with the wider community. Occasionally family support can be accessed this way. Children's services are contacted in accordance with our safeguarding procedures. The school health service will contact the school directly when information sharing, having gained consent from the parents. As mentioned earlier, VPA really do adopt an open door policy and parents come often to request support. This could be for something minor or major; it could simply be the translation of a letter or explanations which relate to letters they may have received from the Local authority or other external agencies.

11. Contact details of support services for the parents of pupils with SEN:

Inclusion Support- 08454527552

Inclusion Support Sensory Support Team- as above

CAMHS- 0121 553 3153

SALT- 0121 612 2010

School health- 0121 612 5022(During 2015-2016, the school held drop in sessions for parents and this process will be repeated this academic year; this will be advertised via newsletters and posters around the school. On one occasion last year, the nurse was available in Spice Club!).

*If you require the contact details of any other support service, please contact the school's SEN leader.

12. School's arrangements for supporting pupils with SEN in transferring between phases of education:

VPA has good links with high schools. High schools will contact us and arrange to visit to discuss the needs of the pupils they are inheriting. Our SEN pupils will attend their open days alongside all pupils but further individual visits can be made with the pupil's key worker if deemed necessary. In July 2016, Sandwell LA held a transition fayre which I attended for all the primary and secondary schools. This was a unique opportunity to handover between schools and offer a more personal aspect. It also facilitated the smooth handover of files in person rather than being dependent upon postal systems and chasing when records don't reach a school.

13. The Local offer:

Clause 32 of the Children and Families Act 2014 requires LAs to make arrangements for advice and information about SEN to be provided for the parents of children of SEN with those needs and to make the services known to those people, schools and others they consider appropriate.

Please see link below for access:

<http://www.sandwell.gov.uk/send>