



**Victoria Park**  
Primary Academy

**SEN Information Report**

December 2018

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. Once again we have seen a rise in pupils with communication and interaction difficulties joining our Nursery and Reception. Our priority and commitment is with these pupils and we are working closely with Early Years Inclusion Support and school's EP to ensure a smooth transition.

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. These meetings are called Inclusion meetings as the remit also covers medical needs, EAL and safeguarding so that we gain a full insight about all additional needs in each class. 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. We are also fortunate this year to receive the continued support of Dr Helen Chaplin, the Trust's EP.

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. Last year we were able to create a sensory room to accommodate the increasing needs of our pupils with complex difficulties. This has proved invaluable; we have also maintained links with Sure Start who allow us to take our pupils to their sensory room. In addition to this, we created an Inclusion base utilized by both the EAL and SEN pupils for group and 1:1 work. It provides an excellent break out space for pupils on the autistic spectrum and a quiet focused space for all pupils with additional needs. The base this year has further provided an excellent environment for our sensory and nurture sessions which are facilitated and led by one of our 1:1 TAs. 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 generated from their pupil profiles which have been written and agreed by the school, parents and pupils. School adheres to the 'Assess, plan, do and review' model. These programs are delivered both in and out of class and recorded on a weekly target sheet. Objectives are both short and long term and are reviewed at least termly.

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. This year, those pupils that are performing below Y1 expectations have been placed on the Sandwell Learning Ladders (These have replaced P Levels). We are also fortunate to have support from our Head of SEND for our academies Trust who was part of the steering group that contributed to this new document. 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 directly or with therapies that have been facilitated externally. One of our HLTAs is now trained in delivering Building BLOXX (A resiliency program) and this has been combined with our Forest School provision to further impact. Good practice continues in the classroom with ongoing PSHE and Mindfulness sessions which have been embedded across the school. We have deployed WBA foundation for a fourth year running to work with our SEN pupils weekly; these coaching sessions provide valuable support to pupils both mentally and physically. School are also now on the cusp of achieving the Sandwell charter mark in Well Being. Parents, staff and pupils have all engaged in this year long process for the good of the school. 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. It is through the process of the charter mark that we will be able to give full consideration to the staff and parents in conjunction with the 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 MAPA (Managing Actual Potential Aggression) to name just a few. This year's priorities are Makaton and MAPA. As mentioned earlier, we are trialling Sandwell's Learning Ladders to measure the progress of our complex pupils and later on the year, we are going to receive training on the Independence Hierarchy in order to measure the social aspect of the pupil's learning journey. We also work closely with specialist organisations like the Complex Communications Team who will come into school and observe our pupils and provide recommendations to staff. We have also accepted support this year from Sandwell's EP service to enhance our sensory/nurture provision as we are ever growing. Planning sessions are also facilitated for the teachers and teaching assistants with Inclusion Support or the Trust's EP. This ensures ongoing specialist expertise in our delivery to the pupils.

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, as already mentioned, we have a sensory room and an Inclusion base.

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. With regards to pupils with existing needs, a pupil profile outlining the pupil's areas of difficulty is written and posted to the parent, inviting them to share their views. 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. They too are invited to share views as part of the pupil profile process.

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. All teachers will have received an Inclusion file for their class and this is regularly updated. 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. Children's services are contacted in accordance with our safeguarding procedures. Our DSL also has extensive links with the wider community; this has been a good avenue to access family support services. The school health service will contact the school directly when information sharing, having gained consent from the parents. For the third year running also one of our student leadership teams known as the health ambassadors are working in conjunction with the school health nurse to raise awareness in school about health related matters. 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. We also run a Community Café for parents with differing themes throughout the year in addition to bespoke workshops for the parents

of our high need pupils providing them with opportunities to engage with their child's learning journey.

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

Inclusion Support- 0121 569 2777

Inclusion Support Sensory Support Team- as above

CAMHS- 0121 553 3153

SALT- 0121 612 2010

School health- 0121 612 5022

\*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 2018, Sandwell LA held their third annual transition fayre which I attended for all the primary and secondary schools. This is a unique opportunity to handover between schools and offer a more personal aspect. It also facilitates 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>