

Victoria Road Primary School



School Information Report

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	Victoria Road Primary School
School website address:	http://www.victoria-road-eschools.co.uk
Halton Local offer website:	https://localoffer.haltonchildrenstrust.co.uk/
Type of school:	Primary
Description of school:	<ul style="list-style-type: none"> • Victoria Road Primary School is an average sized primary school with a pupil admission number of 40. The school does not have a nursery. • Free School Meals entitlement is 22%. Pupil Premium is used to narrow the attainment gap. • The number of pupils entering school with a range of complex speech and language problems has increased. • The percentage of pupils entering school in EYFS not school ready is 39% • Vulnerable 2/3 year olds currently in Year 1 is 27% (an increase from 25% the previous year) • Pupils for whom English is an additional language and from ethnic minorities are well below national. • There is a privately run 'Link Club' offering 'wrap around' child care. • The school is above national average for SEND: 20% (NA 14.4%)
Number on roll:	226
% of children at the school with SEND:	20% (4.4% of which have EHC plans)
Date of last Ofsted:	6 th March 2018
Awards that the school holds:	Healthy Schools Phase, Eco-Schools Silver, Basic Skills Quality Mark (4) Science Quality Mark Silver P.E. Quality Mark Silver
Accessibility information about the school:	In compliance with Halton Borough Council's Access Policy Statement and the Customer Care Access Group Recommendations, Victoria Road Primary School is committed to: <ul style="list-style-type: none"> • Providing ongoing disability awareness training for all staff, including more intensive job specific disability training where required

<p>Role of Governing body and SEND team:</p>	<ul style="list-style-type: none"> • Ensuring right of entry to any activity by providing enough suitably qualified persons trained in inclusion and integration • Providing information on the services available in accessible formats, including large print, audiotape and Braille, at no extra cost to the customer, on request • Ensuring that our website complies with the Web Accessibility Initiative Standards, so that all users have equal access to information regardless of their impairment • Providing specific equipment where appropriate aimed at ensuring the individual needs and requirements of disabled customers are met • School is accessible to wheel chair users by the ramps at the main entrance and via the Key Stage 2 door, EYFS and the hall. • Continually seeking new ways to improve access to our services through consultation with our customers and through disability access groups in the community. • There is a designated SEND governor. • Safeguarding governor attends half termly pastoral care meetings. • Governors have termly curriculum subcommittee meetings. Standards are discussed at annual end of year meeting, with particular reference to vulnerable groups. Any significant gaps are identified and actions are included in the Raising Attainment Plan. • There are two SEND co-ordinators. • Co-ordinators support staff, when requested; monitor TA files; refer children to outside agencies; apply for enhanced provision and EHC plans; liaise with outside agencies; monitor Support Plans and IBPs; liaise with parents; monitor O Track; observe lessons. • SEN co-ordinators also monitor and evaluate the Intervention and provision maps alongside the Senior Leadership Team 		
<p>Expertise and training of school based staff about SEND. (CPD details)</p>	<ul style="list-style-type: none"> • SENCo – National Award for SEN Co-ordination. • Staff have undertaken a range of training about SEND 		
<p>Documentation available:</p>	<p>Are the following documents available on the schools website? https://victoria-road.eschools.co.uk</p>	<p>Inclusion and SEND policy</p>	<p>Yes</p>
		<p>Safeguarding Policy</p>	<p>Yes</p>
		<p>Behaviour Policy</p>	<p>Yes</p>
		<p>Equality & Diversity</p>	<p>Yes</p>
		<p>Pupil Premium Information</p>	<p>Yes</p>
		<p>Complaints Procedure</p>	<p>Yes</p>
<p>Range of Provision and inclusion information:</p>			
<p>How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them.</p>	<ul style="list-style-type: none"> • When pupils have identified SEND before they join us at Victoria Road, we work with parents/carers and partner agencies to ascertain what their SEND will be in our school setting • If you tell us you think your child has SEND, we will discuss this with you to investigate it further. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to be making the same level of progress as other children of their age, we will undertake 		

	<p>assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages.</p> <ul style="list-style-type: none"> • We are child and family centred so you will be involved in all decision making about your child's support. • When we assess SEND we discuss whether understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write support plans or individual behaviour plans (IBP) with pupils and parents / carers. • We use homework to repeat and practise activities that are new and present an achievable challenge. • School can refer parents to the Local Offer on Halton's website, which details agencies available: https://localoffer.haltonchildrenstrust.co.uk (Choose Education, Early years and Childcare)
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise & how we work together.</p>	<ul style="list-style-type: none"> • We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate learning difficulties. • We access support from local authority services. • We access support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We access support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe your child requires a period of therapy. • We will hold multi-professional meetings with parents and the pupil, where necessary, to review the child's progress. At these meetings the following types of discussions will take place: what will be put into place in school to make teaching and learning more effective, agree targets for pupils' achievement, agree how we will work together and what actions we each will take, agree a review date to explore how well the pupil is doing and whether we are making a difference, and what we will do next. This information is recorded to ensure accountability. • Extra support for pupils is also provided by Chatterbug (Speech and Language service). Children can be assessed, 1:1 teaching provided and staff can be given strategies to further support • School uses the services of an Educational Psychologist within a group consultation setting and specialist providers, such as Brookfields outreach. • School nurse helps with health problems • Liaison with Children's Social Care • Staff receive regular updates on SEN issues • Training is undertaken by Sencos each half term and relevant information passed on to staff at staff meetings. • Teachers and TAs have access to training provided by the authority and individual bodies, e.g. Team Teach, Speech and Language, Autistic Society, Downs Syndrome Organisation. • Each year, staff receives asthma training and anaphylactic shock training. • Art Therapist • Individual Brain Solutions Programmes • Defibrillator training
<p>How we provide access to a supportive environment; ICT facilities / equipment/resources/ facilities etc.</p>	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum • Individual work spaces • Access to ICT resources such as iPad, notebook laptop, visualizer • Prompt and reminder cards for organisation • Symbols and visual prompts/timetables
<p>What strategies / programmes /resources are available to</p>	<ul style="list-style-type: none"> • Intervention from speech and language therapist • Speech Link, Language Link & Junior Link Interventions

<p>support speech & language and communication including social skills?</p>	<ul style="list-style-type: none"> • IDL program to improve reading and spelling • Delivery of personal speech and language programme • Support from teaching assistants and teachers within class • Support from SENCO • Range of language resources and programme materials • Use of Social and Emotional Aspects of Learning (SEALS) • Social stories for individuals • Lego Therapy • Talkabout Activities • Living Language
<p>Strategies to support the development of literacy (reading/writing)</p>	<ul style="list-style-type: none"> • Small group support in class for guided reading / writing • Individual daily reading with the teaching assistant/teacher • Reading schemes to engage reluctant readers • Withdrawal into target groups for intervention programmes aimed at developing basic skills, e.g. phonics intervention, physical exercises, Toe by Toe. • Project X reading intervention • Get Writing • Delivery of a planned SaLt programme by a skilled teaching assistant • Letters and Sounds & spelling groups • Books at Bedtime • IDL software for reading and spelling • Shape coding • Able and Talented network weekly inter school sessions, termly meetings. • Able and talented weekly guided reading sessions. • First class at Writing intervention. • Launch the Lifeboat intervention.
<p>Strategies to support the development of numeracy</p>	<ul style="list-style-type: none"> • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes such as Numicon • Withdrawal by teaching assistant for 1:1 support • Use of specialist maths resources online for reinforcement • MAST teacher used for advice and support • Maths Intervention, First Class@Number/Success@Arithmetic interventions • Mega Maths numeracy interventions • Times table/number bonds lunchtime clubs • Big Maths Beat That! • Able and Talented network: weekly inter school sessions, termly network meeting.
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources • Specialist equipment • Individual plans (educational, behaviour, pastoral) • Where appropriate, time spent in a year group more appropriate to the needs of the child • School/year group provision mapping • Strategies put into place as advised by professionals/ specialist services /outreach • Sats tests can be copied into a larger font or onto coloured paper for children with visual problems.
<p>How we assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents / carers). What we do when provision or interventions need to be extended or increased.</p>	<ul style="list-style-type: none"> • Observation • Termly meetings with parents/carers • Applications for outreach support • B²Small Steps are used to assess and record progress within a national curriculum sub-level • Target setting - pupil reviews with class teacher during assessment weeks • Individual support plan targets and reviews • Individual pastoral support plans

<p>Tests used to support identification of difficulties.</p> <p>Complaints procedure:</p>	<ul style="list-style-type: none"> • eCAF • External professionals undertaking assessment • Regular review of targets with child/parents • Use of O Track and Class Track • Involvement of SEND service/Educational Psychology service • Application for enhanced provision/discretionary top up funding/ EHC plan • SWST is used termly to assess progress in spelling; children are then set into Letters and Sounds and Spelling groups. • Schonell reading and spelling tests for IDL starting point. • Termly Pira Reading Test • Diagnostic Reading Analysis • Termly Puma Maths Test • Pera tests for children accessing intervention • Complaints policy – head teacher contacted initially, unless the complaint concerns the head teacher when the Chair of Governors is contacted. • Governing body sub committees convened.
<p>Strategies / support to develop independent learning</p>	<ul style="list-style-type: none"> • Use of individual timetables and checklists • Staggered introduction to tasks • Effective deployment of support staff/services • Individual success criteria • Visual prompts • Ipad • Timers
<p>Support / supervision at unstructured times of the day including personal care arrangements</p>	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes • Individual pastoral support plans which specify break and lunchtime provision • Playtime buddy system • Play leaders
<p>Extended school provision available; before and after school</p>	<ul style="list-style-type: none"> • We offer breakfast and after school clubs. • We offer a range of lunchtime and before and after school activities/ sports clubs for pupils of different ages,
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<p>All children are enabled to participate in school trips by:</p> <ul style="list-style-type: none"> • Risk Assessments being carried out for specific needs of each class; • Staff meeting with parents/ carers and adhering to care plans for children requiring medication; • Routes on trips are adapted to allow for wheel chairs/ severe asthma sufferers etc; • Transport with accessibility requested if needed.
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self- esteem including mentoring.</p>	<ul style="list-style-type: none"> • Planned support from teaching assistant • Meet and greet at start of day • Parental contact daily through home-school book • Parental contact session weekly • Referral to CAMHS • Social Story groups/Photo Story transition work • Individual pastoral support plan • Identified mentor • Pupil mentors • Additional transition for vulnerable pupils when changing year groups and key stages • SEALS groups (Social and Emotional Aspects of Learning) • Referrals to range of services CART (Contact & Referral Team), Canal Boat Project, Young Carers, Barnardos etc • All children are encouraged to apply for School council and Eco Council posts of responsibility • Y4, 5 and 6 children act as play leaders. • Y6 are EYFS helpers • Art Therapist • Nurture groups • Pupil Questionnaire • Bereavement support • Boxall profiling

<p>School medicines and safety of pupils:</p>	<ul style="list-style-type: none"> • Weekly carer support meetings. • Drawing and Talking Therapy • Half termly group consultations with Educational Psychologist/CAMHS <ul style="list-style-type: none"> • School has adopted the LA Medicines In School Policy • The Chair of Governors has been trained in Safer Recruitment and three members of staff are pending • Safeguarding policy • Child Protection policy • Robust recording and reporting forms for all staff. • Regular updates and CPD • Themed weeks • Anti- bullying week • Kidsafe • Local police talks on bullying and cyber bullying, stranger danger etc
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of the schools behaviour policy • Good to be Green Behaviour management - end of term rewards • Individual behaviour plans in place • Social skills / behaviour group using social skills programme • Daily behaviour record • Time-out support • Reward system • Support and intervention from outreach behaviour specialist • Individual pastoral support plan • Strategies in place for unstructured times of the day e.g. alternative location for break time • Referral to PBS (Positive Behaviour Support Team) • Key worker identified • EWO involvement • Dinner Disco
<p>How we support pupils in their transition into our school and when they leave us.</p>	<ul style="list-style-type: none"> • SENCO coordinates transition of pupils with SEND • Meetings with parents • Transition plans for individual children • Risk assessments completed • Close links with Halton transition lead • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHE on managing and preparing for change • Programme of visits • Lns with secondary schools • Teacher/TA end of year 'pass on' meetings • Nursery visits • School readiness home visits • High school visits to Victoria Road • School visits to high school for lessons/sports.
<p>Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Intervention from physiotherapy/occupational therapy team • Assessment and individual programmes • Specialist resources • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required • Staff training for managing particular medical needs • Administration of medicines • Staff training for First Aid, Paediatric First Aid, Defibrillator, Anaphylactic shock, Asthma.
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • Pupils' views are very important to us and we have a designated SEND/Inclusion leader. • Parents/Carers annual Statement review • Action plan/review meetings

	<ul style="list-style-type: none"> • Parents' Evenings/open afternoon • Termly support plan meetings • Informal discussions with class teacher • Home/school diary • SENCO available for informal meetings • Half termly curriculum overviews sent home • New parents' visits • Induction meetings for EYFS • Each child has an identified member of staff who acts as a pupil mentor (who pupils can meet with and know to go to if they require support/advice). • For parents we offer a range of family learning opportunities such as Family Numeracy, Family Literacy esafety and starting school and we work in conjunction with Halton Family Learning team to deliver these. • The school will signpost appropriate groups and organisations to you which are relevant for your families' needs. • The school works closely with the local authority's CART team and will support families through an eCAF. • Parental support is requested to hear readers in school and attend school trips. • Parent Questionnaire • Phonics, Sats, maths, reading, GPS workshops. • Carer support group • Fit For All 		
<p>How additional funding for SEND is used within the school for individual pupils.</p>	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment). The local authority may contribute if the cost of meeting an individual's needs is more than £6,000 per year. • If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, applications for a year's additional funding will be made to the LA. • Half termly group consultations with Educational Psychologist/CAMHS • Additional funding is used to provide intervention programmes, 1:1 support, training, resources and opportunities to reduce barriers to learning • School also provides individual programmes for children such as Brain Solutions 		
<p>Examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> • Reduced class sizes • Increased number of TAs/hours • Keep up interventions based on gaps analysis and work in lessons. • Second wave intervention programmes • 1:1 tuition • Specific interventions • ICT software/hardware • Pupil enrichment programme, e.g judo • Additional staffing • Accent Music • Purchase of equipment and resources • Subsidise cultural trips • Implementing a tracking system • Pastoral support 		
<p>SENCO name / contact</p>	<p>Mrs. Gemma Neal</p>		
<p>Head teacher name / contact</p>	<p>Mrs Emma Roberts</p>		
<p>Completed by:</p>	<p>Mrs Gemma Neal</p>	<p>Date: September 2018</p>	<p>Review: September 2019</p>

Appendix A

Broad areas of SEND taken from SEND Code of Practice 0-25 effective September 2014

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.