

SEND Local Offer/SEN Information Report

LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)/SEN INFORMATION REPORT

This report is intended to be a 'one-stop shop' for parents, to find out about provision for children with Special Educational Needs or disabilities (SEND) within our school. It enables parents to see what we have to offer for children with additional needs, including how they are identified, and also signpost them in the right direction of appropriate help, services and extra support, should it be needed.

Victoria Academy is a fully inclusive school that ensures all pupils achieve their best personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to provide information about the ways in which we make sure we support all of our pupils, including those with SEN, so that they can reach their full potential. It may not list every skill, resource and strategy we use as these are continually modified according to the changing needs of our children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and strategies already put in place are not helping the child make progress. Once this occurs we talk to parents, assess the child, call in outside agencies for additional support and draw up an Individual Education Plan to help support them - recognising what their barriers to learning may be.

Children with SEN in our school make very good progress (other useful documents such as the SEN and Equality policy can be accessed via the school website). Our recent Ofsted Inspection (July 2014) recognised ***that the schools work to support pupils with additional needs is particularly stunning. Teachers and Teaching Assistant's work well together to provide a good level of support to pupils with special educational needs and they are provided with the support they need. Pupils from these groups learn well and make good and often excellent progress.***

If you would like any further information about what we offer at Victoria Academy please contact us on:

Telephone: (01229) 870812

Email: admin@victoria-academy.co.uk

Click on the link to find information provided by your Local Authority about what support services are available for children and families
Cumbria Local Of

VICTORIA ACADEMY OFFER FOR CHILDREN WITH ADDITIONAL NEEDS

Special Educational Needs Coordinator (SENCO): Mrs Laurie Goulding

We identify children with SEN by:	<ul style="list-style-type: none">▪ Analysis of KS1 results and lengthy discussions with previous Infant School teachers regarding progress, barriers and strategies.▪ Baseline testing on entry to our school.▪ IEPs for progress.▪ Headteacher and SENCO to speak to parents of prospective children to discuss concerns/needs before joining our school.▪ Continuous assessment and monitoring of children throughout Key Stage Two, which will highlights those who may need extra support.
The kinds of SEND that are provided for:	<ul style="list-style-type: none">▪ Literacy, including dyslexia▪ Numeracy, including dyscalculia▪ Physical/medical▪ Emotional/behavioural▪ Autism/Aspergers▪ ADHD/ADD▪ Motor skills▪ Speech and language▪ Reading
If your child is identified with SEN:	<ul style="list-style-type: none">▪ SENCO will work with you (the parents), our staff and outside agencies to draw up an Individual Education Plan (IEP), which will help address your child's needs. <p>The strategies in this pl</p> <ul style="list-style-type: none">▪ an will be implemented by the Class Teacher and or Teaching Assistant (TA) or the Special Educational Needs Co-ordinator (SENCO). This will take place in class, within a small group or one-to-one as appropriate for the child's needs.

	<ul style="list-style-type: none"> ▪ All staff who support children with SEND have the SENCO as their line manager and she is the person who will liaise with parents. ▪ Governor meeting agendas include SEND and the SEND Governor meets regularly with the SENCO to report back to the full Governing Body.
<p>We will support your child's learning by:</p>	<ul style="list-style-type: none"> ▪ Providing a differentiated curriculum and extra support from a TA, who will work with your child in class, in small groups or 1:1. ▪ Teaching your child according to his/her ability. ▪ Differentiating transition arrangements between KS1 and our school. ▪ Providing small groups for children who have Speech, Language, Literacy, Physical and Emotional Needs. ▪ Providing 1:1 support for children who have more severe physical and medical needs or learning needs.
<p>You will know how your child is progressing and how you can support them by:</p>	<ul style="list-style-type: none"> ▪ Regular meetings with the SENCO and relevant Outside Agencies. ▪ Copies of any reports from Specialist Advisory Teachers sent home ▪ School's 'Open Door' policy. ▪ Informal and formal meetings between SENCO and staff who work with your child, which feed into IEP and Review Meetings with parents. ▪ Everyone involved in providing your child's support meeting to draw up an IEP and monitor and review this termly. ▪ Parent's Meetings in October will explain the organisation of the Teaching Groups. ▪ Progress Reports will be sent home twice a year with a full written report in the Summer Term.
<p>If necessary we will contact experts and specialists for advice. These will include:</p>	<ul style="list-style-type: none"> ▪ Specialist Advisory Teachers (SATS) for Physical/Medical; Deaf and Hearing Impaired; Blind and Visually Impaired; Autistic Spectrum Condition; Speech and Language. ▪ Physiotherapists and Occupational Therapists. ▪ Paediatrician. ▪ CAMHS (Child Adolescent Mental Health Service).

	<ul style="list-style-type: none"> ▪ Social Workers. ▪ Educational Psychologist. ▪ School Nurse. ▪ In addition to Specialist Educational Provision, we have a Higher Level Teaching Assistant who is trained in emotional resilience techniques (SERIS). She can work on a 1:1 basis with children who may be experiencing difficulties in their life, are vulnerable or finding the social side of school a challenge. ▪ School Children's Counsellor.
<p>We will support your child's overall well-being by:</p>	<ul style="list-style-type: none"> ▪ Several staff have been trained in Trachea Care; Peg feeding; Diabetes and Asthma. ▪ Medicines are administered by key staff following Safeguarding Protocols. ▪ Good relationships with parents prevent escalating bad behaviour. Close liaison support from the Local Authorities Behaviour Intervention Team mean we have built up a bank of effective support strategies. ▪ Circle Time is part of every class's learning timetables. ▪ We have a trained Children's Counsellor in school each Thursday. ▪ Lunchtime Club provides a place for children to spend their lunch hour with a trained Teaching Assistant if they feel overwhelmed by the playground.
<p>When your child joins us or is ready to move to Secondary School we will:</p>	<ul style="list-style-type: none"> ▪ Meet you 1:1 to discuss your child's needs. ▪ Meet with the relevant specialists already involved with your child. ▪ Plan a phased induction/transition programme according to need. ▪ Invite Secondary Staff to Transition Review Meeting – Make staff available to facilitate smooth transition. ▪ SENCO liaises with previous/next school SENCO and exchanges external reports, National Curriculum Results and successful strategies. ▪ SENCO is part of a local group of SENCO's who meet regularly and share best practice.
<p>Our staff have additional qualifications and expertise in</p>	<ul style="list-style-type: none"> ▪ Management of Diabetes and Administering of Insulin. ▪ Trachea care and Suctioning.

<p>many areas of SEN including:</p>	<ul style="list-style-type: none"> ▪ Makaton Level 1. ▪ SERIS ▪ Level 1 and 2 Autism Awareness training. ▪ Paediatric First Aid. ▪ Reading Intervention. ▪ Structured Reading and spelling. ▪ Behaviour Management Technique. ▪ Children's Counselling
<p>We allocate our SEN budget by:</p>	<ul style="list-style-type: none"> ▪ Assessing need termly and altering support accordingly. ▪ Placing our well-trained Teaching Assistants with children to match child's needs and the Teaching Assistant's strengths and experience. <p>Reviewing support regularly and adjusting according to need.</p>