



VICTORIA
Primary School

SEND Information Report

2024-2025

Written: July 2024
Review: April 2025

This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement

Work Hard, Be Kind.



Our School

Victoria Primary School is part of NOVA Education Trust Academy in the Nottingham City Local Authority area. The school accommodates 26 nursery pupils, 45 pupils in each year group. Within our school is our 'Cadbury' provision. This is a specialised unit that follows an alternative curriculum that provides personalised learning to support children with significant learning needs alongside other conditions relating to SEMH, Communication and Interaction and Autistic Spectrum Conditions. This provision is for 12 children (Reception-Year 6). The majority of the children who attend this class receive HLN (Higher Level Needs funding). The children are supported by a member of the SEND Support Team to access mainstream classrooms.

Our SEND Vision

At Victoria Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone. We recognise the need to develop wider life skills that children can use to underpin their future development.

April 2024 Information

Victoria Primary School currently has 332 children on role (July 2024)

There are currently 70 children on SEND register with a range of needs from universal to specialist. (21%)

12 children have a significant and complex need that requires support in our Cadbury Intervention Provision.

5 children that have an EHCP (1.5%) with a further 14 children at Stage 1 of the EHC assessment process (4.2%).



Meet our SENDCO

My name is Emma Murphy and I am the SENCo at Victoria Primary School. I welcome you to meet with me regarding any concerns you may have about your child, or to ask any questions or discuss support for your child. You can contact me via email senco@victoriaprimarieschool.org.uk or arrange a meeting via the school office on **0115 807 7750**.



Special Educational Needs

At Victoria Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people (CYP) of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Who are the best people to talk to at our school about my child's difficulties with learning / SEND?

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEN&D Policy is followed in their classroom.

Victoria Primary School SENDCo: Emma Murphy

SEND Governor: Ben Pickering

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.



Identifying and Assessing Need

Referring to the 'SEND Code of Practice: 0-25' (2014) **A CYP has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.**

At Victoria Primary School, we work closely as a team. Class teachers make regular assessments of progress for all CYP. From this, the school can identify CYP making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium. Staff and SENDCo make use of NOVA Trust's Identification of SEND Guidance documentation. When deciding whether to make special educational provision, a meeting will be arranged between the SENCo and class teacher, to consider all the information gathered from within the school.

Parents/carers will be notified by a school, when the following will be discussed:

- the CYP areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a CYP is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. THE SEND support will take the form of a graduated approach which consists of a four-part cycle:

Assess: an analysis of CYP need will be carried out by the subject teacher & SENCo. Outside agencies may also be involved.

Plan: if the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.

Do: interventions/support will be delivered.

Review: the effectiveness of the intervention/support will be reviewed regularly. We aim to work with the CYP and parents throughout this process.

Some children will be monitored using additional assessment tools. At Victoria Primary School we use

- Autism Education Trust framework
- B-Squared



These assessment tools allow staff to track the small steps in progress and set targets for children who are working below key stage standards.

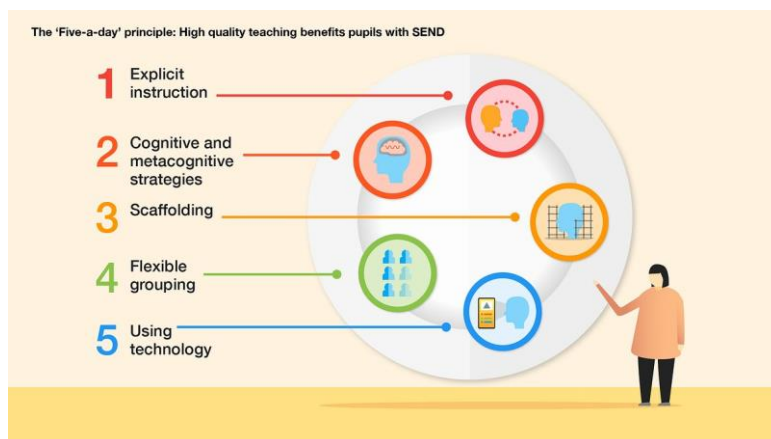


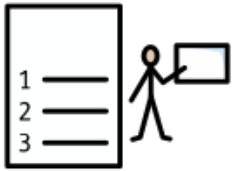
Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

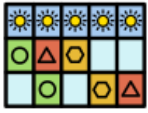
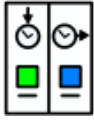


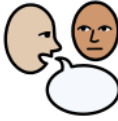
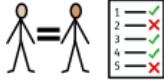










Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction



Parent Consultations

At Victoria Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions every term and Miss Emma Murphy is available at parents' evenings to discuss any concerns.

We also hold three coffee morning a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN

provision at Victoria Primary School, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



How will my child be able to share their views?

Pupil's views are very important, they have a right to be involved in decisions about their education and the support that surrounds them in school. We value and celebrate each CYP being able to express their views on all aspects of school life. This is usually carried out through regular Child Consultation meetings and a specialist SEND Forum held every term (year 4-6 with year 3 joining in the summer term) If your child has a EHC Plan or personal SEND Target, they will be involved in writing and reviewing their own Outcomes. CYP have to the opportunity to complete a questionnaire about aspects of the school. At Victoria Primary School we have Inclusion Champions, who meet every half term. Their views feed directly into policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.



Evaluating Effectiveness

The SENCo and school leadership team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans. Termly



Staff Training

At Victoria Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Lego Therapy	Child Development	Bucket time
			
Autism (Level 1)	Makaton – Level	Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions follow in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Pupil and School Support,

Communication Autism Team,

Birmingham Educational Psychology Service,

School Health Advisory Service,

Speech and Language Therapy,

Visual and Hearing impairment team and Behaviour Support.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.



Clubs and Trips

- All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.
- All children are encouraged to go on our trips such as residentials, ski-trips and overnight stays at school.
- All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.
- All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.
- No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.

Complaint Procedure

Your first point of contact is your child's class teacher and/or phase leader.



If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Mr Ben Pickering – SEND Governor



Nottingham Local Offer

The Nottingham Local Authority Local Offer can be found at

<https://www.localofferbirmingham.co.uk/home/parents-and-carers/>