

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 SEND, 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 SEND when their progress has slowed, despite targeted interventions and strategies. Through professional discussions, we will assess the child, draw up an Individual Education Plan to help support them - recognising their strengths and their barriers to learning, and we may refer to outside agencies for additional support.

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).

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

SENCO: mrsgoulding@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

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

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▪ Physical/medical▪ Emotional/behavioural▪ Autism/Aspergers▪ ADHD/ADD▪ Motor skills▪ Speech and language▪ Reading▪ Severe learning needs
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 plan will be implemented by the Class Teacher and or Teaching Assistant (TA) or the Special Educational Needs Co-ordinator (SENCO)</p> <p>This will take place in class, within a small group or one-to-one as appropriate for the child's needs.</p>

	<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.
We will support your child's learning by:	<ul style="list-style-type: none"> ▪ Providing a differentiated curriculum with high quality first teaching ▪ 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, English, Maths, Physical and Emotional Needs. ▪ Providing 1:1 support for children who have more severe physical and medical needs or learning needs. ▪ Providing additional interventions such as: Dynamo Maths, Read Write Inc Phonics, Fresh Start Literacy, IDL dyslexia intervention
You will know how your child is progressing and how you can support them by:	<ul style="list-style-type: none"> ▪ Regular meetings with the SENCO and relevant outside agencies. ▪ Copies of any reports from Specialist Advisory Teachers/Educational Psychologists 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.
If necessary we will contact experts and specialists for advice. These will include:	<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. ▪ Pediatric Services ▪ CAMHS (Child Adolescent Mental Health Service).

	<ul style="list-style-type: none"> ▪ Social Workers ▪ Educational Psychologist ▪ Public Health nursing team ▪ In addition to specialist educational provision, we have a Higher Level Teaching Assistant who is trained in emotional resilience techniques (SERIS) and Emotional Literacy (ELSA – Emotional Literacy Support Assistant). 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.
We will support your child's overall well-being by:	<ul style="list-style-type: none"> ▪ Key staff trained in Diabetes and Asthma. ▪ Medicines are administered by key, trained staff following Safeguarding Protocols. ▪ Good relationships with parents to prevent escalating behaviour. ▪ Mental health and well-being is a key thread across the curriculum and is promoted through assemblies and our school ethos. ▪ We have a family support worker who supports children and their families in school and in the home. ▪ Lunchtime Club provides a place for children to spend their lunch hour with a trained Teaching Assistant if they feel overwhelmed by the playground. ▪ Social club to support children's social skills, play and friendships ▪ SERIs sessions available to all children
When your child joins us or is ready to move to Secondary School we will:	<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.
Our staff have additional qualifications and expertise in	<ul style="list-style-type: none"> ▪ Autism ▪ Developmental Language Disorder

many areas of SEN including:	<ul style="list-style-type: none"> ▪ SERIS ▪ Level 1 and 2 Autism Awareness training. ▪ Paediatric First Aid. ▪ Reading Intervention. ▪ Structured Reading and spelling. Emotional Literacy
We allocate our SEN budget by:	<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>