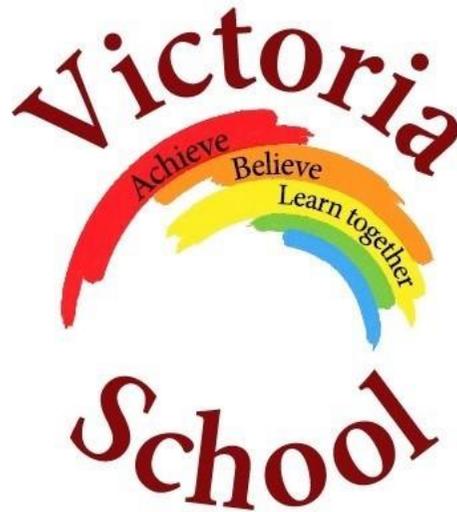


Victoria School SEND POLICY



Approved by	
Name	Wendy Kendall
Position	Chair of Governors
Signed	<i>Wendy Kendall.</i>
Date	January 2024
Review date	January 2025

Victoria School is a fully inclusive school. We ensure that pupils are included in all aspects of learning and school life, throughout their time at our school. Our aim is to build excellent inclusive practice throughout all key stages.

Some children will have special needs of some kind at some time during their education. The term 'Special Educational Needs' has a legal definition:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' SEN Code of Practice (2015)

Support will always be provided in school where appropriate, complemented and enhanced from the professional advice from specialists. If your child has special educational needs, they may require extra help, support or professional advice in a range of areas, for example:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Identification of such needs and the decision to organise extra help and support for a child, if not already identified and initiated on entry to the school system, is made through rigorous pupil progress meetings between the Class Teacher, SENCo, Headteacher and/or Executive Head Teacher. The following discussions with parents will be based on a variety of factors, including academic progress and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant changes either at home or school. Parents/carers will always be informed when this happens and fully involved in the process.

Pupils identified may require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support and provided with the opportunity to have regular input towards their children's learning.

Our Local Offer describes the wide range of provision available at Victoria Schools, to support identified children as and when appropriate. Our

Local Offer can be found on the school website under SEND information. Cumbria County Council's Local Offer can be found on their website (<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>). Our commitment to being a fully inclusive school means that your child will have the equal access and opportunities they require to fully access quality learning and development and equal the offer available to all similar schools.

Looked after children have the required Personal Education Plan (PEP) which are reviewed 3 times per year in line with National guidelines. The designated teacher for our Nursery and Infant site is Mr Stuart Robertson and at the Junior site is Miss Siobhan Fennessy.

If you have any questions or concerns at any time or on any matter then please do not hesitate to contact either schools. Nursery and Infants contact Mrs Vicki Hepburn-Fish (Headteacher) and/or Mrs Christine Humble (SENCo). Juniors contact Mrs Pauline Robertson (Executive Head Teacher) and/or Miss Siobhan Fennessy (SENCo). All are ready to give advice and offer quality support to families of children with SEND.

Question	Answer
<p>How does Victoria School know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<ul style="list-style-type: none">• The expertise of a highly trained and informed staff with expertise in identifying additional / special educational needs or disabilities (SEND).• Previous knowledge and or information from external services. • Excellent tracking systems that feed into extensive Pupil Progress meetings where lack of progress and specific issues impacting upon progress are identified and discussed resulting in an agreed action which is quickly acted upon.• Observation of children through play or social situations. • If you have a concern about your child's development you may if you wish raise this in the first instance with the class teacher, Headteacher and/or Executive Headteacher or SENCO.• Should you have further concerns or wish further advice then please make an appointment to see our SENCO. It is highly likely the class teacher will have already discussed your child's needs with them. <p>While we hope and can assure you that this would never happen, if your concerns/issues are not fully addressed to your satisfaction then you do have the option to follow the school's complaints procedure.</p>

How will the setting staff support my child/?

The people who support pupils with special educational needs in our school:

Class teachers

It is your child's class teacher that is responsible for the education of your child, regardless of any special educational need. They will monitor the progress of your child closely and will plan any additional support in consultation with the SENCO. They will liaise with you on a day to day basis to ensure that you are fully involved in the planning process and understand any additional provision for your child.

SENCo

The SENCo will coordinate all the support for pupils with special educational needs and develop the school's policies and procedures to ensure that all pupils get a consistent, high quality response to meeting their needs in school.

The SENCo will provide support and guidance to school staff to ensure the best possible provision.

Sometimes the SENCo will seek support and guidance from external agencies to ensure that every child's provision is exactly what they need.

If your child's needs are considered to be severe, the SENCo will work closely with the Local Authority to secure additional resources to support your child.

The SENCo will also work closely with the SEND governor and ensure that the Governing Body is kept up to date on any issues relating to special educational needs in the school.

Higher Level Teaching Assistants and Senior teaching Assistants

Most of our pupils with special educational needs are supported within school by our highly skilled and experienced team of higher level teaching assistants and senior teaching assistants. Pupils may be supported in lessons or they may be part of some form of intervention programme which is specifically targeted to their unique needs.

Head of School

The Head of School is responsible for the day to day running of all aspects of school life and this includes support for pupils with special educational needs. She will ensure that all staff have the training and resources that they need to ensure that they deliver the highest quality provision to all of our pupils.

The SEND Governor

Wendy Kendall, liaises with the SENCos in school to ensure that the necessary provision is in place for any pupil attending the school who has special educational needs. He also discusses the action plan for SEND children and provision in school.

External agencies and specialists

There are a range of professionals who come into school to support our provision for pupils with special educational needs. These include speech therapists, school nurses, health visitors, educational psychologists and speech and language therapists.

	<p>Specialists will often observe pupils in school and provide written reports to assist in meeting their needs. They may recommend making changes to the way a pupil is taught, set targets for improvement or suggest additional specialist packages of support.</p>
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none">• Quality First Teaching is the first step in responding to pupils who have or may have SEN.• All children's development is carefully planned and tailored to their needs.• All lessons are planned and appropriately adapted.• Pupils are set individual targets for improvement.

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • The school has an open-door policy that encourages the full engagement of parents in the education of their child. All parents/carers are welcome to make appointments with their child's class teacher SENCO, Headteacher/Executive Headteacher outside normal parents' evenings. • Often parents/carers will receive verbal updates before or after school as appropriate and when necessary. • The Education Health Care Plan (EHCP) process also allows additional opportunities to discuss your child's individual progress • In addition, parents are welcome to make appointments to discuss progress with the school's SENCO's. • All children are carefully monitored and tracked on a regular basis through formative and summative assessments • Assessments made by specialists will also be shared with you through your child's support plan. • For some children, an Education Health and Care Plan assessment may be requested with advice and support from external agencies. • Curriculum plans are shared with parents via our website and newsletters. • We believe that the involvement of parents in the educational development of their child is crucial and key to short and long term progress, therefore we welcome and encourage as much involvement in the planning process as the parent wishes to be involved in and contribute to. • You will be consulted at all the various meeting points as described above. • Parental input is part of the EHCP process. • We are able to 'signpost' families to external agencies when specialist support and guidance is needed.
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • The staff are highly trained and all have a minimum of Safeguarding Level 1 training and have first aid certificates and strategic people have other qualifications such as 'Team Teach' or Kidsafe qualifications. • The Designated Lead and Deputy Safeguarding Lead Professionals from both schools, provide support to children and families to support them pastorally and medically and liaises closely with a wide range of external agencies to ensure needs are met. • A wide range of small group interventions are used to support the wellbeing of children with SEN and to promote positive behaviour. For example, Time to Talk, Talk About, Circle Time, and ELSA. • The school's follows statutory guidance in the administration of medicines and provision of personal care. • The school's regularly review its medicine and intimate care policies. • Where there are distinct medical needs your child will be subject to a 'Medical plan' drawn up by school, health professionals and parents.

	<ul style="list-style-type: none"> • If medicine is required to be administered agreements are made through the “Medical Plan” for the delivery of the medicine. Medicine can only be administered if directed by the Doctor and require administration four times a day. • If your child has asthma you will be required to ensure inhalers are in date and not empty. • The schools have an agreed and effective behaviour management policy. Where there are concerns the school intervenes early and action plans/behaviour management plans are drawn up, parents are informed and involved and the Safeguarding Lead Professional and Headteacher/Executive Headteacher become involved. • In extreme cases the schools operate an internal exclusion policy prior to school exclusion, you will be informed if this affects your child. • Attendance and punctuality are closely monitored and reported on termly. Where attendance is becoming a concern, the schools intervene early and you will be called to a meeting to agree actions for improvement. • The schools celebrate all pupils with good behaviour and good attendance and pupils receive rewards, stickers and certificates which come home. We operate a ‘Good to be Green’ policy where children receive green cards for good learning behaviour and visit the Headteacher/Executive Headteacher who acknowledges and rewards pupils. • The school readily seeks the views of its pupils through: An active School Council, Pupil Questionnaires, Kidsafe sessions and Circle times • A well planned and coherent PSHE Curriculum following the Jigsaw Scheme. • The school has an ethos of listening to children. • A system where all pupils will attend parent’s meetings with their parent. • By providing adult or peer support to ensure access to these where necessary.
<p>What specialist services and expertise are available at or accessed by the setting?</p>	<ul style="list-style-type: none"> • There is a wealth of experience and expertise in the school’s staff including those trained in Kidsafe, CAF, SEN, Makaton, Autism, Team Teach, a range of Interventions, Paediatric First Aid and in Specific Medical Needs e.g. Epipen, Diabetes, Epilepsy & Asthma. This is not an exhaustive list of expertise and staff are trained and developed continually.

<p>What training is the staff receiving or have completed to support children with SEND?</p>	<ul style="list-style-type: none"> • The school has very close links with health services with speech and language therapists visiting regularly and the Designated Safeguarding Leads and SENCo's are in regular contact with GP's, health visitors and paediatric consultants. • There is access to counselling and family support services through referral to the Minto Centre, the Child and Adolescent Mental Health Service (CAMHS), the Educational Psychologist and the Specialist Advisory Teacher Service. • The schools also liaise closely with Social Care and hosts TAC meetings, Core Group meetings and also refers into Triage wherever and whenever there is a concern. • Staff share expertise through collaborative training opportunities organised by the school as well as local and national training. Individual staff development needs are identified and met as part of the formal appraisal process at least annually. • There is a wealth of experience and training held by staff and this is continually updated. Furthermore, our SENCos receive regular updated training. • Under the effective management of our Designated Safeguarding Leads the schools ensure children and their families receive the most appropriate and effective support. To do this the DSL is required to work closely with agencies representing health, police, social care, mental health, welfare, children's centre and many others. Again, this is not an exhaustive list and links with other agencies are continually being developed dependent on need.
<p>How accessible is the settings environment?</p>	<ul style="list-style-type: none"> • Our schools are fully accessible to pupils with disabilities with a lift, ramps and disabled toilet facilities. • The school has an accessibility policy. • Programmes on iPads are available for children who are visually impaired. • The Junior School has a disabled toilet and is equipped with a disabled shower. The Nursery and Infant have a fully equipped medical room equipped with hoist and an elevating bed. • The schools make use of technology to support EAL by using the translating facilities. We also source books for pupils to read in their first language. • Expertise and advice would be sourced from the Local Authority to offer advice and support.
<p>How will the setting prepare and support my child to join school or to transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> • The Executive Headteacher/Headteacher would ensure that there was a detailed plan in place to contact the school your child is transferring from in order to share the most current and relevant information. • The schools would follow the transfer policy and procedures which ensures that all information is passed to the new school or collected from the transfer school to ensure that we have immediate detailed information of the child. • If required meetings may be arranged to discuss the needs and provision being offered.

	<ul style="list-style-type: none"> • The SENCOs would meet with the SENCOs/Head of the transfer school to discuss arrangements for your child and also attend the EHCP Annual Review meeting, at EYFS/Year 2. If appropriate your child can make a visit either individually or as part of a small group with staff from their school to the next Key Stage. • You will receive a pack of useful information, a prospectus and an invitation to ‘taster’ sessions and a parents’ meeting. • The learning environment will be planned to ensure your child’s needs are met. • When necessary a multi-agency meeting may be called to ensure your child’s needs will be met prior to starting the schools. • We also have strong links with the other local Infant Schools and will also liaise closely with them when applicable. • The school works closely with each Key Stage or Secondary School, particularly in the catchment areas. • A range of transition strategies are put in place to support children at the end of the Key Stage phase e.g. transition plans, extra visits, holiday activities. • Where possible new schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases there will be liaison and communication between the schools. • All reports, assessments, targets and needs are shared at transition. • Transfer of information. • Staff and pupil visits to new environment. • Full parental involvement in transition process. • The process undertaken to support the transition of your child to a new school or key stage mirrors the process outlined above however in reverse.
<p>How are the settings’ resources allocated and matched to children’s Special Educational Needs? How is the decision made about what type and how much</p>	<ul style="list-style-type: none"> • We aim to allocate resources appropriately to meet the needs of all children with SEND. • The school has a financial responsibility to provide the first £6,000 worth of support. This is already in place with the high level of teaching assistants who are directed to support the needs of all our pupils and specifically if required. • Expenditure is driven by need with resources being earmarked by the Executive Headteacher, Headteacher, class teacher, subject leader or SENCO for additional staffing, resources, specific items or ICT equipment. • The budget is discussed and agreed by the Governing Body and the SEN Governor. • The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent. • All relevant parties e.g. yourselves (& your child), school staff and the SENCO and any relevant outside agencies

support my child will receive?

- The support will be reviewed consistently to ensure it is appropriate and effective. Your input will be valued at the wide range of meetings detailed above to ensure your child is receiving the best support possible.
- The school evaluates the impact of all its actions on a regular basis. Impact will be measured against progress to targets be they academic and/or social, health or pastoral ones.