



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

INFORMATION REPORT 2022 – 2023

Who is responsible for SEND at Queen Victoria Primary School?

The Special Needs and Disability Co-ordinator and point of contact for any queries regarding SEND is Mrs Hall.

Name: Mrs Hall
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Address: Queen Victoria Primary School
Bilston Street
Sedgley
West Midlands DY3 1JB

Admission and Inclusion Arrangements:

The school's admission criteria does not discriminate against pupils with special education needs and/or disabilities, and its admission policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school receives £296,729 which is used to provide highly qualified adult support for children identified with additional needs.

What kind of SEND do we have provision for at Queen Victoria Primary School?

Pupils with SEND may have needs in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

How do we identify and assess pupils with SEND?

At Queen Victoria Primary we adopt the definition of SEND as stated in the Special Educational Needs and Disability Code of Practice (January 2015) which states that a pupil has SEND 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.

Children with SEND have difficulties that call for special provision to be made. Children have a special educational need if he/she:

- makes little or no progress even when teaching approaches are targeted, particularly in the child's identified area of weakness
- shows signs of difficulty in developing English or Mathematics skills which result in poor attainment in some or all curriculum areas

- presents persistent emotional or behavioural difficulties which are not ameliorated by behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

The school aims for early identification of special educational needs. If a class teacher and/or parent/carer is concerned that a child may have SEN a referral form is completed and reviewed by the SENDCO.

Within school, pupils identified with SEND are recorded on the school SEND overview so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND overview when their needs no longer require special educational provision.

The necessary documents and Individual Target Plan (ITPs) and/or Individual Behaviour Plan (IBP's) are then completed. Where an external professional is involved, reports are used to set targets.

There are other factors which could impact upon progress and attainment of individual pupils that include:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium grant (PP)
- Being a looked after child (LAC)

We are clear as a school that the above factors do not necessarily mean that a child has SEND.

How do we support and assist children with a disability?

Our Equality Policy and Accessibility Plan outlines the steps we have taken to ensure that all pupils, parents, carers, staff and visitors are included in all aspects of the curriculum and school life (Equality Act 2010).

Facilities

The Nurture Room, The Nest, The Hub and Medical Room are located in the main building and are close to the school entrance: giving easy access to pupils and adults with disabilities. All SEND administration, including the school SEND profile and copies of all relevant SEN documents are stored electronically. All rooms hold Special Needs literature, resources and adapted equipment. There is one computer station and an interactive Smart board available in the Nurture room and Nest, along with other electronic equipment for the development of motor skills, voice recorders, visual and auditory resources. All of the resources within the Nurture room and The Nest are available for staff to use in supporting the children's additional needs and targets. We constantly strive to improve our school facilities, to make them as fully accessible as possible for people with disabilities. An annual Disability Access Audit is carried out, and improvements are ongoing taking into consideration the age of our building.

Building

In the main school building, we have ramps and wide doors, giving wheelchair access through many entrances, disabled toilet facilities, which allow for wheelchair access, and a lift to access the first floor of the building. We also have a shower room/care room within the Foundation Unit, with plans to provide a care room in the main school building.

We encourage all children particularly children with SEND to be positive role models within the school environment: inviting them to apply for a variety of positions in school, such as school council, playground pals, head boy/girl, pupil leadership team etc.

Our school is committed to inclusive educational practice and strives to continually improve and develop our practice in this area.

How do we consult parents/carers of children with SEND and involve them in their child's education?

Parents and carers are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress.

Reviews are undertaken termly and also shared with parents during Parents' evenings and additional SEND meetings where required. Parents are invited to feedback meetings with external professionals and regular communication takes place between parents and school staff. Children with an EHCP are reviewed annually in line with the Code of Practice.

How do we consult pupils with SEND and involve them in their education?

As part of our approach to teaching and learning for all pupils, we discuss with children their progress and attainment by giving verbal and written feedback.

Each pupil with SEND has an ITP with targets.

Where appropriate, pupil's views will be sought when setting new targets.

Pupils with an EHCP are invited to submit their views as part of their annual review.

Children's provision, learning and progress is assessed, monitored and evaluated using the assess, plan, do and review cycle.

How do we assess and review the progress of our pupils with SEND?

Assess

In consultation with parents, teaching staff carry out a clear analysis of the pupil's needs across the four categories of need: cognition and learning; communication and interaction; social, emotional and mental health and sensory and/or physical. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant advice from external support services will also be considered.

Plan

Once an analysis of needs has been carried out, teachers either follow targets set by external agencies or complete a DAPA and ITP for each area of learning that needs targeting. This could be for one or all areas from speech and language, reading, writing and/or maths. For some children an IBP will also be required.

Parents are fully aware of the planned support and interventions in place for their child in school and, where appropriate, how they can contribute to learning at home.

Do

The class teacher is responsible for the child on a day-to-day basis, even where interventions involve group or one-to-one teaching away from him/her. Class teachers work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo supports the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly. At each review meeting, the impact of the support and interventions will be evaluated in line with desired outcomes and taking into account parent and pupil views. The class teacher, working with the SENDCo, will then revise the provision.

Where a pupil has an Educational Health Care Plan this will be reviewed every 12 months. An interim review may be carried out if a pupil's needs and outcomes change significantly.

How do we support a child when they are leaving this school or moving to another year?

We recognise that "moving on" can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When a child is moving to another school:

- We will contact the school and ensure they know about any special arrangements or support that needs to be made for the child.
- We consult with external support services to ensure that provision for the child is ongoing (where necessary)
- We will make sure that all records about the child are passed on as soon as possible.

When moving years in school:

- Information about the child will be shared with their new teachers during transition meetings.
- Pupils will spend time with their new class teacher and where necessary additional transition material will be provided.
- DAPAs, ITPs and IBPs are updated for the start of the new academic year.
- Parents are invited to attend Foundation Stage meetings to give them the opportunity to discuss their child's transition into school.

How do we teach pupils with SEND?

- Quality first teaching
- Adapted learning objectives and/or success criteria
- Adopted and differentiated printed text to improve access and understanding
- Writing frames
- Hands on equipment
- Multi-sensory learning opportunities
- Extra adult support
- Learning opportunities which reflect specialised targets
- Use of PCs and Notebooks

- Outdoor classrooms
- Adapted homework
- Visiting speakers/groups
- Educational visits
- Precision Teaching
- Targeted interventions
- The Learning Hubs
- Personalised Curriculum

How do we adapt the curriculum and the learning environment of children and young people with SEND?

Pupils have full access to the curriculum which is adapted to meet individual needs.

The use of working walls, keywords, visual timetables, visual overlays and concrete and pictorial resources are used across the school to support learning.

How are the staff supported to work with children with SEND and what training do they have?

The SENDCo attends relevant SEND courses including Dudley's SENDCo network meetings and those run by the LA SEND Team, in order to keep up to date with local and national updates. All school staff will be kept up to date with relevant training and developments in meeting the needs of children with SEND. INSET and training sessions are provided for teaching and support staff throughout the year.

External support services play an important role in supporting the SENDCo in delivering training and in providing support for staff.

How does the school evaluate the effectiveness of the provision made for children with SEND?

The SENDCo and Senior Leadership Team regularly review the SEND provision taking into account the views of teaching staff, parents and pupils. The quality of the whole school provision is evaluated as part of our approach to school improvement.

What activities are available for pupils with special educational needs in addition to those in accordance with the curriculum?

Queen Victoria Primary School follow a broad and balanced curriculum which takes into account the individual needs of our children. All children are planned into the activities and adaptations are made on an individual basis.

What support is available for improving the emotional and social development of pupil with SEND?

Measures to prevent bullying are included in our anti-bullying policy and are focused on during our annual anti-bullying week.

We are also able to draw on the advice and support of the Educational Psychologist, CAMHS (Child and Adolescence Mental Health Service) Dudley Reflections Team and Barnardo's Counselling Service as required.

How does the school involve other bodies, in meeting children and young people’s SEND and supporting their families?

External support services play an important part in meeting children and young people’s SEND needs and in supporting their families.

Services which we may draw upon include:

- The LA’s specialist advisory service for children with learning difficulties (Learning Support Service).
- Speech and Language Support Service (SALT)
- PIMIS - Physical Impairment and Medical Inclusion Service
- Autism Outreach
- Educational Psychologist
- IEYS – Integrated Early Years Service
- Visual Impairment Service
- Hearing Impairment Service
- CAMHS - Child and Mental Health Service
- Physiotherapy
- Occupational Therapy
- Social Services
- School Health Advisor (Nurse)
- Community Police
- Barnardo’s
- Dudley Library Service
- NHS Community Dental Service

Generally, all complaints regarding the support of children with SEND are handled in the same manner as other school complaints.

What arrangements are in place for supporting children with SEND who are looked after by the local authority?

Provision for children with SEND who are looked after by the local authority is exactly as outlined above. In addition they will receive one-to-one tuition either after school or during lunchtime.

Link to the authority’s local offer

[Dudley Local Offer](#)

[Wolverhampton Local Offer](#)