



SEND INFORMATION REPORT

Introduction: Vicarage Primary School is an inclusive school. We are proud of our commitment to meeting the needs of our pupils with Special Needs and Disabilities (SEND) and ensuring that our pupils make consistent progress in line with their peers based on their individual starting point. This is done through first quality teaching and targeted support. We ensure that pupils achieve their best through personalised timetabling based on their needs and specialised support.

Our school motto is:

“Be the best that you can be” which reflects the high aspirations we have for our school community.

We aim to:

- Provide a vibrant, secure and stimulating learning environment in which our pupils develop confidence, resilience and a love for learning
- Provide a curriculum that is ambitious and of high quality in order to meet the needs of our pupils
- To ensure that pupils are provided with strategies to support the well-being of themselves and each other
- Respect and celebrate the religious and cultural diversity within our school and the wider community
- To ensure that there are well established systems to support staff well-being leading to highly motivated staff

Our core values are: Excellence, Resilience and Respect

We have high expectations of all our children and we aim to achieve this through diminishing some of the barriers to learning and improve participation, concentration retention and self-esteem. The new code of practice 0-25 years (September 2014) stipulates that all schools should publish a Special Educational Needs and Disability (SEND) Information Report which provides information and arrangements for identifying, assessing and making provision for pupils with SEND and for the admission of disabled pupils. The expectation is that the needs of pupils with Special Educational Needs and Disabilities are provided for in a mainstream setting wherever possible.

Vicarage Primary School is a four form entry school that provides for pupils with and without special educational needs and disability. Presently, the SEND needs in school include pupils with Speech, Language and Communication Needs, Hearing Impairments, Visual Impairment, Dyslexia, Autism Spectrum Disorder, ADHD and pupils with Social, Emotional, Behavioural and Physical Needs, Complex Physical Needs, Speech and Language Disorders, Dyspraxia, Dyscalculia, Moderate Learning Difficulties and Sensory Disorders.

A range of intervention packages are used across the school including Turnabout, Colourful Semantics, Box Clever, Lexia, Read Write Inc, Freshstart, Dyslexia Programme, SEND Art, Music Therapy, Nature Learning programme and The Listening Programme for targeted children.

We also provide support through Attention Autism groups, Social Communication, Horse Riding and Swimming.

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEND in the local area. Newham's Local Offer can be found on the Newham website (LBN SEND Local Offer). The school's contribution to the Local Offer can be found on the school's website.

The SEND Policy and SEND Action Plan are used as a guide for the school's development of the SEND provision and consider actions to consolidate and reinforce current practices. The Accessibility Plan outlines three standards within three aspects of provision. These aspects are: Curriculum Accessibility, Physical Accessibility and Provision of Information.

How we identify individual Special Educational Learning Needs:

When children are first admitted to the school the New Pupil Admission Form is completed. Vicarage Primary, we work with the previous establishment nurseries, schools, medical team, or other outside agencies in order to provide personalised support for our pupils. If special needs are identified then an interview with the Inclusion Lead is arranged and a possible home visit proposed. Information is then sought from relevant professionals, agencies and medical and or educational establishments.

If you tell us you think your child has a SEND we will discuss this with you and observe your child in the home setting or if your child is of school age, we will observe the child in the current setting. This information is then discussed within the SEND team and a decision is made for support. We will then discuss our findings and next steps with parents.

If our staff think that your child has SEND this may be because they are not making the same progress as other children; they may not be able to follow instructions or answer questions, process or retain the information being given to them. The teacher will complete a pupil of concern form. We will observe the pupil, assess their understanding and needs, plan a provision for them and review them in Pupil Progress Meetings. These are carried out through observation, IEP reviews, termly reviews and assessment of their provision.

A child is classified as having a special educational need when they have had an official assessment and diagnosis from a specialist organisation.

Pupils with an EHCP are reviewed annually. In addition a review of IEP targets are carried out at least once each term

How we involve pupil and their parent/carers in identifying SEND and planning to meet them

Regular meetings are held to discuss your child's needs; we plan and work together so that we are all helping your child in the same way to aid their progress.

Where appropriate we will write and review SEND targets with children and parents/carers

Where needed we discuss with parents where it may be necessary to consult with outside agencies to receive more specialised expertise.

How we adapt the curriculum so that we provide for pupils with SEND

All our staff are trained to make learning materials and resources appropriate, ensuring every child is able to learn at their level.

We use additional schemes and materials so that we provide the appropriate level of support for children with SEND.

The curriculum is adapted and differentiated to meet the needs of individual or groups of children with special educational needs

All SEND pupils have personalised provision, intervention and timetable

A range of intervention packages are used across the school including

Turnabout, Colourful Semantics, Box Clever, Lexia, Read Write Inc Phonics Programme, Freshstart, Dyslexia Programme and The Listening Programme.

Lego Therapy session, Speech and language sessions, Life skills sessions, Horse Riding, Swimming lessons, Sensory sessions, Attention Autism sessions, Social Communication sessions, differentiated activities and resources for National Curriculum sessions when the pupil is working in class and The Listening programme.

How we modify teaching approaches

All teaching and non-teaching staff will be involved in the teaching of pupils with special educational needs. Class teachers are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the AHT/Inclusion Lead SEND Support and Dyslexia Teacher.

We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching.

Other agencies support and advice is also used to compliment the planning and delivery of quality first teaching

**How we assess pupil progress towards the outcomes we have targeted for pupils.
How we review this progress so that pupils stay on track to make at least good progress (including how we involve pupils and their parents/carers)**

We use Developmental Matters in EYFS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.

Teachers regularly assess pieces of work to check their judgments are correct (moderating)

We use Progressions Steps that also relates to the Engagement Model to assess pupils who are not working at National Curriculum levels

We check how well a child understands and makes progress in each lesson. This is done through plenary sessions at the end of lessons; through the school's marking system and ongoing assessments

Children are set targets regularly and these are shared with parents on a half termly and termly basis in review meetings.

Pupil consultation progress meetings with teachers enable the Senior Leadership Team to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help

Teachers further discuss progress with parents every term or more often if we believe this will help

Arrangements for consulting young people with SEND and involving them in their education

All pupils are encouraged to give their views regarding their education and support to teachers and Education Assistants within the school day.

Pupils may be part of the School Council, which meets regularly each month. The School Council represents the pupil voice to the Head Teacher on matters regarding the operation of the school.

At Annual Reviews, pupils state their views through a Pupil Views Form and in person at the Annual Review Meeting.

The school's arrangements for the admission of disabled children

We have pupils with severe physical needs in school. Before pupils with severe and or physical needs are admitted to our school we would do the following:

Meet with the Inclusion Lead and staff of the last school and discuss strategies, needs and level of support required

Meet with the parents to discuss needs and strategies at home

Information will be sought from the relevant professionals and agencies

Carry out a risk assessment of the environment to ensure safety for all

Liaise with the school nurse to devise an appropriate care plan

Staff will be informed of the impending admission

We may need to arrange for a gradual integration over a week or two, depending on the needs of the student and decide what equipment or resources we need to provide support

We use workstations; picture timetables; support for communication; countdown timers

We use Assistive Technology such as iPads, apps and core boards for children with communication difficulties

Individualised timetables for High Needs Funded Pupils and those who need specific targeted support.

Further information can also be found in the Accessibility plan

What extra support we bring in to help us meet the needs of our pupils with SEND: We work collaboratively with the following services:

Behaviour Support Services

Complex Needs and Dyslexia Service

Language Communication Interaction Team

Sensory Service - Hearing and Visual Impairment Team

Buy in Speech Therapy

Occupational Therapy

Physiotherapy

Child and Family Consultation Services

Child Development Service

School Counsellor

These services may offer training for staff in school, and they provide advice, strategies and programmes.

Our school also offers:

Headstart Programme

Learning Mentor on site

Together we review the child's progress, set next steps and review these with outside agencies and parents.

How do we support a pupil's overall well-being?

The school prioritises the safe-guarding of all pupils.

We strive to meet the emotional needs of the pupils through our PSHE or P4C curriculum

We have two learning mentors who target anger management, self-esteem, emotional wellbeing and nurturing issues.

SEND TAs for High Needs Funded 1: 1 support pupils in making healthy eating choices at lunch times

We follow the school's Behaviour and Anti-Bullying policies to ensure good relationships and reducing incidents of bullying.

The Inclusion Lead has responsibility for Looked After Children (LAC) pupils in our school and liaise with parent/carers and teachers accordingly. How do we prepare and support pupils who are transferring to or from a different school

We hold transition meetings and liaise with the school to identify the needs of the child and to ensure a smooth transition

We will arrange prior visits to the school for the child to become accustomed to the new building

If necessary we will liaise with other agencies to ensure resources are put in place on arrival in the new school

We attend the secondary transfer meetings held by the local authority. In addition we meet with the Head of year 7 from our link secondary schools.

How we support pupils with SEND taking part in after school activities outside the classroom, including school journeys.

All pupils will attend school journeys that are part of the school curriculum and also have the option to join an after school club.

Risk assessments are carried out and the need for additional support/resources are identified. How pupils with special educational needs are enabled to engage in activities with pupils without SEND

All pupils have access to all areas of the premises. They interact in the playground, classes, dining hall and after school clubs.

Pupils sit in mixed ability groups in foundation subjects and work collaboratively within their group.

More information about SEND provision can be found on our school website including the following:

SEND School Offer

Information about how the school is compliant with its duties under the Equalities Act 2010

Details of the school's pupil premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated

Details of the school's policies on behaviour and inclusion provision

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

Newham has a number of centrally retained educational support services. These include the following: Behaviour Support Service (BSS), Language Communication Interaction Service (LCIS), Complex Needs and Dyslexia Service, Sensory Service, Child and Family Consultation Service (CFCS), and the Educational Psychology Service.

Health Service providers include the following: School Nurse Service, Occupational Therapy Service, Speech and Language Therapy Service, Physiotherapy Service, Wheelchair Service and the Child and Adolescent Mental Health Service (CAMHS).

The school nurse is also in school regularly to see all pupils about whom there is a medical concern. The nurse is happy to make appointments to see parents. Appointments for medicals can also be made by parental request. The MASH team supports pupils in need of social care. They work closely with school and includes children who are Looked After. We have close contacts with the local Social Services Department.

Arrangements made by the governing body to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

Governing Body has identified a SEND Link Governor (Stella Ikanik) to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The complaint procedure for special educational needs mirrors the school's other complaints procedures which can be found in the school. However, it is very important that parents are made aware of this especially as the LA now has conciliatory services to assist both parents of children with special educational needs and schools.

If a parent or carer has a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then it should be addressed to the Phase Leader and then to the AHT/Inclusion and SEND Support.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the parent concerns should be put in writing to the SEND Governor (Stella Ikanik). The Chair of Governors, (Revd. Quintin Peppiatt) will be involved after other avenues to resolve the situation have been exhausted.

SEND TEAM - please contact Ms Shelly Ann Clunis(AHT/Inclusion Lead), Mrs Roxana Vasiliou (SEND Support/Dyslexia Teacher) 02084721010