



## **SEN Information Report for Ebor Gardens and Victoria Primary Academies**

**2016-2017**

At Ebor Gardens and Victoria Primary Academies we have an inclusive ethos and strive to support **all** children to achieve at school. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes. Early identification of children with SEND enables early intervention to be implemented and extra support to be put in place.

The Special Educational Needs Co-ordinators (SENCO) are Mrs Sarah Coe (Head of School Ebor Gardens) and Mrs Amanda Green (Head of School Victoria) All SEND provision in school is closely monitored, reviewed and evaluated by the Heads of school and Mrs Debra Simpson (Executive Principal) who reports to the school governing body on how individual needs are being met.

School has an identified budget for SEND. Decisions about the notional SEN budget are made in consultation with the governing body and reflect a priority of need. For children identified with a high level of need, further applications for Top Up funding (FFI) are completed by the SENCO.

The following policies are on the school website and reflect the school's commitment to the inclusion, safety and well-being of our children:

- SEN Policy
- Behaviour Policy
- Teaching and Learning Policy
- Child Protection Policy
- Safer Working Practice Policy
- Equalities Policy
- Health and Safety Policy
- Accessibility Plan

All children at Ebor Gardens and Victoria Primary Academies will have access to a curriculum which is differentiated to challenge and meet individual needs.

### Frequently asked questions from parents/carers

#### **What do I do if I think my child may have special educational needs?**

If you have concerns regarding your child's progress or well-being at school these can be discussed with their class teacher. You may also wish to contact our SENCOs/Heads of School. Arrangements will be made for a meeting where school will listen carefully to concerns and put appropriate actions in place. This may involve referring to other professionals such as the Inner East Cluster, Complex Needs Service or Speech and Language Therapy if necessary.

#### **How will school support my child?**

The class teacher will plan an individual programme of provision which will be overseen by the SENCO and any other professionals involved with the child. The programme will be delivered by teachers and support staff either individually or as part of a small group. In addition to support provided in the classroom we have a Well-being support team including Pastoral workers (lead by Paula Burnett) and Family Support workers (Annette Roebuck and Sheree Dooley) at Ebor Gardens and Alison Pierce (Pastoral Lead) with Amie Thompson (Parent Support Advisor) at Victoria, who will be able to work with you and your child on their behaviour and emotional well-being. Progress will be reviewed regularly by the class teacher, Heads of School and Executive Principal. This programme of provision will be shared with parents at parent consultation evenings or at reviews with the SENCO.

#### **How will the curriculum be matched to my child's needs?**

Teaching staff work together to plan an appropriately differentiated connected curriculum that meets the specific needs of all our learners. All children have access to quality teaching. However, for some children further additional support may be needed to help them achieve their targets. Children may also be grouped to access targeted support or specific resources in lessons.

#### **How accessible is the school?**

Our school building provides excellent facilities for children with additional needs including a care suite. The school building is fully accessible to wheelchair users and there are disabled toilet facilities on both floors. If your

child requires specialist equipment in school this can be purchased using the funding allocated to support SEND.

### **How will I know how well my child is doing and how will you help me support my child's learning?**

In addition to our Parent Consultation evenings you can receive updates on your child's progress from their class teacher. Some parents prefer to arrange termly review meetings involving the SENCO and all staff working with their child. Other professionals working with the child may attend the meetings if appropriate and wherever possible we involve the children in their reviews. At these meetings, everyone can hear about how well the child is doing and what plans we can put in place for the following term. We are flexible with how regular these meetings are depending on the needs of the child.

We encourage parents/carers to be involved in supporting their child's education in consultation with the class teacher. This may involve homework tasks or reinforcement of classroom strategies in the home.

We hold training sessions for parents on various aspects of school life: For example, phonics training for groups of parents and individual training for specific needs for example Makaton signing. If you would like training to help you to support your child please let us know.

### **What support will there be for my child's overall well-being and social, emotional and behavioural development?**

At Ebor Gardens and Victoria Primary Academies we work hard to provide a caring and supportive ethos. Each school team has members of staff who have responsibility for the well-being of the children. They can support children and families with attendance, behaviour and emotional issues. Additional support can be offered as part of small group work or on an individual basis. Staff will be happy to meet with you to discuss how we can best support your child.

We are able to access support from the Inner East Cluster including family support workers and councillors who specialise in working with children. Our Pastoral/Family support teams are trained in the Early Help Plan (EHP) process and school ensure members of staff attend meetings and liaise with professionals involved. All our staff are trained in Child protection procedures and we also have a team of staff who are specially designated to ensure the Safeguarding of all children

### **What specialist services and expertise are available or accessed by the school?**

All staff in school are aware of a range of Special Educational Needs and are able to plan and resource lessons in response to the needs of the children they teach. We have staff identified and trained to support children on the Autistic Spectrum conditions and teaching assistants who specialise in delivering speech and language therapy programmes. Members of our team have undertaken training in Nurture principles and developing a nurturing ethos in school.

In addition to the support we provide in school we work in partnership with many different agencies and professionals. We strongly believe in the importance of early intervention and support and have close links with the Complex Needs Service. We also commission additional Speech and Language Therapist time from the funding allocated to support SEND.

Other agencies and professionals we work with include:

Health Visitors  
The School Nursing Team  
Complex Needs Team  
Speech and language Therapy  
STARS (Specialist support for children with Autism)  
Physiotherapy/Occupational therapy  
Educational Psychologist  
Play therapists  
CAMHS (Child and Adolescent Mental Health Service)

### **What training and development is done by staff supporting those with SEND?**

All staff are able to use multisensory approaches and resources for example Numicon to support maths teaching. Our speech and language therapist works alongside staff to develop skills in delivery speech and language programmes.

Staff working with children who have behavioural difficulties are trained in Care and Control and several members of staff have been trained in Safe Handling techniques.

If a child has a medical need then a Health Care Plan is written with the professional involved and staff have training in order to support the child e.g. epi-pen training and epilepsy.

### **How will my child be included in activities outside the classroom?**

At Ebor Gardens and Victoria Primary Academies our aim is to ensure all children with SEND are able to access all activities and school trips enjoyed by their peers. Parent/carers may be involved in planning of activities to ensure safety and inclusion. Risk assessments are carried out and procedures

put in place to enable children to participate whenever possible. Children with additional needs are encouraged and welcome to join in with our extra-curricular activities.

### **How will the school help my child on transfer to the next phase of education?**

Transition arrangements and the involvement of the child and parents/carers in these arrangements are firmly established throughout school. Early Years leaders ensure that children starting school are visited at home or in another setting to ensure a smooth transition into Nursery.

Arrangements for transition to High School for children with SEND can start as early as Year 5. We involve the High School SENCOs as soon as possible and make sure important information about your child's needs are shared. This can sometimes be part of the end of Year 5 review meeting with staff from both schools meeting together to discuss how best to organise the transition. Throughout Year 6 there can be opportunities for extra visits to the High School to see the facilities and talk to key staff who will be involved in supporting your child. Visits can also be supported by school staff.

### **How are school resources allocated and matched to the children's SEN needs?**

The school is funded on a national formula per pupil. Blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's SEND register. The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000 block. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child. This may take the form of a key worker to support the child to access a personalised timetable, develop independence and access all areas of the curriculum. SEND funding can also be spent on the purchase of specialist equipment or resources that will support your child's progress.

Allocation of resources is the responsibility of the Leadership Team and reflects priority of need. This process is monitored by the governing body.

### **How are parents involved in the school and how can I be involved?**

We welcome parents/carers to become involved in school life. At the start of the year we hold welcome meetings and informal coffee mornings throughout the year. We regularly invite parents and carers to assemblies and performances. Some parents volunteer to help in school by listening to children read and supporting learning in the classroom.

### **Who can I contact for further information?**

If you are considering applying for a place at Ebor Gardens or Victoria Primary Academies please contact our school office who will be happy to arrange to show you around.

If you wish to discuss something about your child please contact their class teacher or Head of school. If you want further information about other support services and the Local offer please contact Mrs Coe (EGPA) or Mrs Green (VPA).

Mrs Debra Simpson  
Executive Principal  
Ebor Gardens and Victoria Primary Academies