

Victoria Road Primary School



SEN INFORMATION REPORT **2023 - 2024**

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need (Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

General School Details:	
School Name:	Victoria Road Primary School, Runcorn.
School website address:	www.victoriaroadprimary.uk
Type of school:	Primary School
Description of school:	<p>We are an average-sized primary and admit pupils from age 4 to 11. Our school provides caring support for all children, including our vulnerable pupils and for those who have disabilities or special educational needs. Our caring and competent staff ensure that all pupils are fully included in all aspects of school life. They work in partnership with outside agencies to ensure that children are supported appropriately.</p> <p>Our Ofsted rating is 'Good', and our most recent inspection was in November 2018. The full inspection report can be downloaded from Ofsted's website, please visit the following link for further information: https://reports.ofsted.gov.uk/provider/21/110992</p>
Does our school have resource base?	<p>Yes</p> <p>In November 2023, we opened an EYFS/KS1 Resource Bases Provision for pupils with Social, Emotional and Mental Health Needs (SEMH). The Resource Base Provision caters for 8 pupils who are in EYFS or KS1 and offers additional support to those children highlighted by the Local Authority and in receipt of an EHCP (or undergoing the assessment process,) where their primary need is highlighted as SEMH. The aim of the resource bases is to support children's wide range of SEMH needs and enable them to access/return to mainstream education. To facilitate this, the Resource Base Provision is staffed by 1 Teacher and 2 Teaching Assistants.</p>

	In September 2024, the school will open a KS2 Resource Base Provision, this will be of the same designation as the current EYFS/KS1 Resource Base and will have the same staffing levels and aims and objectives. Children who are allocated a place in our EYFS/KS1 Resource Base Provision will move seamlessly to our KS2 Resource Base Provision, should they still require this provision when transitioning to KS2.																																	
Number on roll:	192																																	
% of children at the school with SEND:	22%																																	
Date of last Ofsted:	November 2018																																	
Awards that the school holds:	Young Carers Award																																	
Accessibility information about the school:	The school is on two floors with a mezzanine level between the ground and first floor. Only the ground floor of the building is accessible for wheelchair users or those with mobility issues.																																	
Please provide a web link to your school's Accessibility Strategy	https://victoriaroadprimary.uk/policies/																																	
Expertise and training of school based staff about SEND.	<table border="1"> <thead> <tr> <th>Staff</th> <th>Training</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>GN</td> <td> <ul style="list-style-type: none"> • NASENCo award • Team Teach Instructor • Mental Health First Aider • Jane Evans: Emotion Coaching • Place2Be: Senior Mental Health Lead Training • Jenifer Nock: Attachment and Trauma • AET: The Progression Framework • AET: Good Autism Practice in Schools • AET: Autism and Girls • NHS: Next Steps • Zones of Regulation • Hamish and Milo Champion </td> <td>7</td> </tr> <tr> <td>ER</td> <td> <ul style="list-style-type: none"> • Mental Health First Aider • AET: Autism and Girls • Wellcomm </td> <td></td> </tr> <tr> <td>LI</td> <td> <ul style="list-style-type: none"> • Talking and Drawing • ELSA • NHS: Next Steps • Hamish and Milo Champion </td> <td></td> </tr> <tr> <td>KD</td> <td> <ul style="list-style-type: none"> • ELSA </td> <td></td> </tr> <tr> <td>LB</td> <td> <ul style="list-style-type: none"> • Wellcomm </td> <td></td> </tr> <tr> <td>CD</td> <td> <ul style="list-style-type: none"> • Team Teach Instructor • AET: The Progression Framework • AET: Good Autism Practice in Schools • AET: Autism and Girls • Hamish and Milo Champion • Intensive Interactions </td> <td></td> </tr> <tr> <td>KP</td> <td> <ul style="list-style-type: none"> • ELKLAN • Wellcomm </td> <td></td> </tr> <tr> <td>DH</td> <td> <ul style="list-style-type: none"> • NELI • Wellcomm </td> <td></td> </tr> <tr> <td>Whole School</td> <td> <ul style="list-style-type: none"> • Making Sense of Autism • Cognitive Load and Working Memory • Zones of Regulation • Writing Effective SEN Support Plans • Supporting Children with Sensory Difficulties • Adapting the Curriculum to Meet the Needs of children with SEN </td> <td></td> </tr> <tr> <td>All TAs</td> <td> <ul style="list-style-type: none"> • Precision Teaching • Tutoring with The Lightening Squad (Phonics) • Introduction to Adverse Childhood Experiences </td> <td></td> </tr> </tbody> </table>	Staff	Training	Level	GN	<ul style="list-style-type: none"> • NASENCo award • Team Teach Instructor • Mental Health First Aider • Jane Evans: Emotion Coaching • Place2Be: Senior Mental Health Lead Training • Jenifer Nock: Attachment and Trauma • AET: The Progression Framework • AET: Good Autism Practice in Schools • AET: Autism and Girls • NHS: Next Steps • Zones of Regulation • Hamish and Milo Champion 	7	ER	<ul style="list-style-type: none"> • Mental Health First Aider • AET: Autism and Girls • Wellcomm 		LI	<ul style="list-style-type: none"> • Talking and Drawing • ELSA • NHS: Next Steps • Hamish and Milo Champion 		KD	<ul style="list-style-type: none"> • ELSA 		LB	<ul style="list-style-type: none"> • Wellcomm 		CD	<ul style="list-style-type: none"> • Team Teach Instructor • AET: The Progression Framework • AET: Good Autism Practice in Schools • AET: Autism and Girls • Hamish and Milo Champion • Intensive Interactions 		KP	<ul style="list-style-type: none"> • ELKLAN • Wellcomm 		DH	<ul style="list-style-type: none"> • NELI • Wellcomm 		Whole School	<ul style="list-style-type: none"> • Making Sense of Autism • Cognitive Load and Working Memory • Zones of Regulation • Writing Effective SEN Support Plans • Supporting Children with Sensory Difficulties • Adapting the Curriculum to Meet the Needs of children with SEN 		All TAs	<ul style="list-style-type: none"> • Precision Teaching • Tutoring with The Lightening Squad (Phonics) • Introduction to Adverse Childhood Experiences 	
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	At Victoria Road Primary School we are committed to raising staff expertise in the area of SEN and disability and seek to provide a comprehensive training programme for all staff, so that they are equipped to meet the needs of all children they teach.		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	https://victoriaroadprimary.uk/policies/
		Safeguarding Policy	https://victoriaroadprimary.uk/policies/
		Behaviour Policy	https://victoriaroadprimary.uk/policies/
		Equality and Diversity	https://victoriaroadprimary.uk/policies/
		Pupil Premium Information	https://victoriarpadev.wpengine.com/wp-content/uploads/2022/05/Pupil-Premiu-m-2021-2024.pdf
		Complaints procedure	https://victoriaroadprimary.uk/policies/

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school? How do we seek the views, opinions and voice of pupils and their parents in planning to meet them?	<p>At Victoria Road Primary School we embrace the key principle, within the SEND Code of Practice, that any additional needs that children may have should be identified as early as possible. We believe this enables us to begin to meet that need and that the pupils concerned will have better outcomes and achieve their potential. We assess children on entry and regularly after this to ensure that they are making at least expected progress from their starting points.</p> <p>A child would be considered a 'Cause for Concern' if progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers, despite quality first teaching and the use of rigorous, evidence based interventions. <p>Children who are considered a 'Cause for Concern' are placed onto the school's 'Cause for Concern' register. The class teacher, and SENDCO if appropriate, will discuss the school's concerns with parents. Further interventions and support would be put in place to meet the needs of the individual. Any provision made is reviewed regularly in order to ensure that it is effective and, where it is not, that adaptations are made as soon as possible.</p> <p>The process of identifying needs, making provision, and reviewing the effectiveness of the provision, is encapsulated in the graduated approach of assess, plan, do and review.</p> <p>In addition to this assess, plan, do, review process, children may be identified as having a special educational need if an assessment is completed by a specialist outside agency and children are diagnosed with a specific learning difficulty (e.g. ADHD, visual stress or dyslexia).</p>

<p>What extra support we bring in to help us meet SEND?</p>	<p>Victoria Road Primary School works closely with outside agencies and the Local Authority to ensure a coordinated approach in our children. We work closely with a range of services including:</p> <ul style="list-style-type: none"> ● Educational Psychology Service ● Specialist Teachers ● Woodview Child Development Centre ● Communicate ● CAMHS ● Orthoptist ● School Health ● Mental Health Support Team
<p>How we provide access to a supportive environment?</p>	<p>The school has an Accessibility Plan that details how we aim to make our building more accessible for children and visitors with physical disabilities. The school is on two floors with a mezzanine level between the ground and first floor. Only the ground floor of the building is accessible for wheelchair users or those with mobility issues.</p> <p>There is ramp access to the ground floor, a disabled toilet and shower facilities.</p> <p>The school uses a range of approaches to ensure that all children can access the curriculum. Including, but not limited to:</p> <ul style="list-style-type: none"> ● Specialist equipment and resources ● Individual workspaces/workstations ● Access to ICT resources e.g. iPad ● Use of key visuals ● Adaptations
<p>What strategies, programmes or resources are used to support pupils with autism and social communication difficulties?</p>	<p>In January 2024, three TAs completed Wellcomm training. All children in the school have been assessed using the Wellcomm Screening Tool. This enables us to assess where children have gaps in their speech and language skills. This screening also helps to inform any referrals to the speech and language therapy service.</p> <p>Appropriate interventions are then planned as part of whole class teaching and for individual and small group support.</p> <p>Children who have been assessed by the speech and language therapy service receive a care plan from Communicate which is shared with school. Activities are incorporated into their daily routine with the opportunity for 1:1 intervention if necessary.</p> <p>Children with Autism or those who have been accepted for assessment by the MDT at Woodview Child Development Centre, will have a support plan with strategies and resources to meet their individual needs.</p>

<p>What strategies, programmes or resources are available to support children with speech and language difficulties?</p>	<ul style="list-style-type: none"> ● WellComm ● Neli ● Time to Talk ● One member of staff has received ELKLAN training ● When children have a Care Plan from Chatterbugs, school will allocate a member of staff to deliver this plan.
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>All children in EYFS and Year One follow FFT: Success for All Phonics. We use the RAP provided by FFT: Aspire to assess all children’s phonic knowledge and fluency. Children in Year Two and KS2 who have not achieved the required standard access phonics lessons.</p> <p>FFT: Success for All provides a fully aligned, evidence based intervention programme, Tutoring with The Lightening Squad. Children in Y2 and KS2 who access phonics lessons have TWL phonics tuition. Those children in Y1 who are working below the expected standard or are not making expected progress in phonics access TWL daily.</p> <p>Children in EYFS follow ‘Talking Through Stories’ to develop their comprehension skills and develop their love of reading. Children in Y1 follow FFT: Success for All for reading and in Y2 children follow FFT: Success for All Routes to Reading. In KS2 children follow the Literary Leaves Reading Curriculum. We have 60 licences for Reading+ and these are allocated on a needs basis.</p>
<p>Strategies to support the development of numeracy.</p>	<p>Children in EYFS and KS1 follow Mastering Number. Mastering Number is the SOW for children in EYFS. For children in KS1, Mastering Number is an additional, standalone session that develops children’s fluency and concepts of number.</p> <p>Children in Y1 – Y6 follow the Ark Curriculum Maths Mastery.</p> <p>Some support staff are trained in First Class @ Number and Numbers Count interventions.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>We follow graduated approach cycle of:</p> <p>Assess Plan Do Review</p> <p>Assess</p> <p>At Victoria Road Primary School, we report on pupil progress on a half termly basis. Assessments inform SEN Support Plans. Plan: When a child is placed on the SEN register, an SEN support plan which details adjustments to teaching and learning, what is additional to or different from that usually provided for children at our school is created. This plan will also provide SMART targets that we expect the child to achieve as a result of the provision.</p> <p>Review</p> <p>Any provision made is reviewed regularly in order to ensure that it is effective and, where it is not, that adaptations are made as soon as possible.</p>

	<p>In line with the SEN Code of Practice, we believe that every teacher is a teacher of children with special needs and class teachers maintain responsibility for every child in their class.</p> <p>As part of their SEN provision it may be that a child needs to receive additional support or intervention from specialist services. In this instance, details of any intervention or specialist provision provided outside of the main classroom teaching will be provided to the class teacher and opportunities made for specialist teachers and teaching assistants to share this information with the class teacher. It is the expectation that the same or similar strategies are deployed in their mainstream class teaching so that techniques become familiar for children.</p> <p>Any teacher or teaching assistant working with a child on SEN support will be aware of advice and strategies provided by professionals so that they can be deployed consistently. All of this advice will also be detailed on their support plan.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers) ?</p> <p>What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness?</p>	<p>The school monitors the attainment and progress of all children carefully and seeks to address any areas of weakness quickly. The progress of all children is discussed at regular pupil progress meetings with the Headteacher/Deputy Headteacher.</p> <p>Each term the progress of SEN children is discussed separately in an SEN pupil progress meeting with the Head teacher and SENCO. The impact of interventions is monitored by the SLT and actions taken as required to ensure continued progress.</p> <p>The Governors also receive regular reports through the termly SEN Report to Governors.</p> <p>We use the Edinburgh-Wessex Well Being Scale to measure and track children’s well-being each term. Where appropriate, we use the Boxall Profile to set targets and measure children’s progress with social, emotional and behavioural development.</p> <p>We use The AET Progression Framework to assist in identifying areas where autistic pupils may require additional support, so that specific programmes can be planned and implemented. The AET Progression Framework provides evidence of the effectiveness of support.</p>
<p>Strategies/support to develop independent learning.</p>	<p>We want all children to become independent and self-sufficient in their learning, but recognise that some children may require additional support and scaffolding with this. To provide this support we:</p> <ul style="list-style-type: none"> ● Provide visual timetables and key visuals. ● Ensure that the learning environment is supportive (e.g. resources are labelled and easy to access, learning wall provide support for children and children have additional resources to support their needs). ● Provide task action planners. ● Provide workstations.

<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>At unstructured times:</p> <ul style="list-style-type: none"> ● All staff, including MDAs, follow the school’s Behaviour Policy and Intimate Care Policy. ● MDAs have access to CPOMS and record behaviour and safeguarding incidents. ● MDAs have all attended the Safeguarding Basic Awareness Training. ● A number of children in Y5 and Y6 have completed play leader training; they provide structured games and activities at lunchtime. ● We also have Y5 and Y6 children who are peer mentors, these children will provide support for others during unstructured times. <p>For children who struggle with the unstructured nature of lunchtime, our Pastoral Support Worker is able to provide a nurture lunch with activities focused to meet the needs of individual children.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>Children have access to a range of after-school clubs each half-term. These include:</p> <ul style="list-style-type: none"> ● Yoga ● Art ● Book Club ● Football ● Enterprise Club ● Gardening Club ● Cookery/Baking ● Gymnastics ● Football <p>We offer a breakfast and after school club which is run by an external provider (Kid’s Space – www.kidsspace.org.uk)</p>
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<p>We aim for all children to be included in school trips and residential stays. We will work with parents and providers to ensure that any necessary adaptations have been made.</p> <p>We use Evolve to manage school visits. Risk assessments are completed prior to any visit taking place and where appropriate individual risk assessment are completed. Adaptations can be made to ensure that children with SEND are able to access educational visits with their peers, these include:</p> <ul style="list-style-type: none"> ● Increased ratios ● Planning visits ● Individual risk assessments
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> ● Zones of Regulation ● Sensory Room ● Gym and Sensory Circuits ● The Edinburgh–Wessex Well-being Scale completed termly and interventions are put in place when necessary ● EMHP ● Anti-Bullying Policy ● The school’s Reading Spine includes books recommended by Stone Wall and Educate and Celebrate ● Sign posting to self-referred services ● CAMH referral when necessary

	<ul style="list-style-type: none"> ● Talking and Drawing ● Lego Therapy ● Hamish and Milo Well Being Curriculum ● ELSA
What strategies can be put in place to support behaviour management?	<p>We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff.</p> <p>When required, the school's Behaviour Policy is adapted to meet the individual needs of children. Adaptations are made in collaboration with the class teacher/SENCO and SLT. When the Behaviour Policy is adapted children have an Individual Behaviour Plan that relates to the school policy and the adaptations that have been made.</p> <p>When appropriate, we seek the advice and recommendations from Educational Psychologists who can provide further individual advice and support.</p>
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<p>For children entering Reception class or Nursery, we:</p> <ul style="list-style-type: none"> ● Carry out home visits. ● Carry out visits to nursery. ● Where an additional need has been identified in the early years setting, we invite parents and professionals to attend a transition meeting. ● Provide after school sessions for children and parents. ● Provide short sessions for children to attend independently. ● Invite children and parents to have a school dinner and speak with MDAs and catering staff. ● Provide a reduced timetable for the first week of school. <p>For children moving to secondary we:</p> <ul style="list-style-type: none"> ● Meet with transition coordinators. ● Arrange for additional visits when appropriate. ● Complete One Page Profiles. ● Complete Boxall Profiles
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	We closely follow recommendations from external agencies and this is evidenced in SEN Support Plans.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their	<p>We recognise that parents play a vital role in their child's education and will be able to offer a unique insight into their child's strengths and difficulties. We want to collaborate with parents to find the best ways to support our children. We do this by:</p> <ul style="list-style-type: none"> ● Inviting parents to Parent's Evening (twice yearly). ● Inviting parents to collaborate with us in any referrals that are made. ● Inviting parents to attend 'live lessons' each half term.

<p>child's education.</p>	<ul style="list-style-type: none"> ● Asking parents to share strategies and resources that have been successful for children at home, so that, as far as possible, these can be replicated in school. ● Sharing SEN Support Plans (three times per year). This can be done in conjunction with parent's evening. ● Having an 'open door' policy. <p>We support parents by:</p> <ul style="list-style-type: none"> ● Running parents workshops ● Offering referrals for Early Help ● Offering referrals to Triple P/Triple P Small Steps ● Providing food bank vouchers ● Providing uniform when necessary ● Signposting to appropriate groups and agencies.
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>For children with allocated additional funding, TAs are deployed to support them in line with the Local Authority allocated support hours. Additional funding may also be used to:</p> <ul style="list-style-type: none"> ● Provide resources ● Provide training ● Provide specialist interventions
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<p>When a child is looked after by the local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carer's and the social worker each term.</p> <p>The school may apply for additional funding through The Virtual School, to ensure that they receive the right support necessary. Additional funding can be used to:</p> <ul style="list-style-type: none"> ● Purchase resources ● Provide interventions
<p>SENCO name/contact: Gemma Neal 01928 574644</p>	
<p>Headteacher name/contact: Emma Roberts 01928 574644</p>	
<p>ANNUAL REVIEW 2023-2024 Completed by: Gemma Neal</p> <p>Date: September 2024</p> <p style="text-align: center;">Reviewed and updated February 2024</p>	