

Edlington Victoria Primary School

Brief description of the school

Edlington Victoria Primary school was built in 1913, it is a larger than average sized primary school. We currently have 271 pupils on roll. We have a morning and afternoon Nursery (Foundation stage 1) where children attend part time and Children in Reception (Foundation stage 2) attend full time. We have 9 classes for years 1 to 6.

All children need to feel part of a community which has common rules and aspirations. To this end, there is unity within school of all employees and children. This promotes equal access to opportunities and responsibilities by all members of the school community, enabling them to become actively involved in whole school decision making. Our aim is to develop well motivated, effective children who fulfil their potential, while conducting themselves in a responsible and thoughtful manner within a caring, stimulating school which has high expectations and a sense of pride in every child. The school will provide a supportive effective education system for all children where all achievements are promoted, valued and recognised. This will develop the infinite possibilities in each child. In addition to this we intend to promote in each child a positive appreciation of others, the school community, their own community, other cultures, religions and the wider world.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. which is additional to or different from differentiated curriculum plans. Edlington Victoria Primary School regards pupils as having a SEND if:

- a) They have a significantly greater difficulty in learning than the majority of students of the same age;
- b) They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Edlington Victoria Primary School will have regard to the SEND Code of Practice when carrying out its duties towards all SEND students and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

How we involve parents and carers in meeting the needs of their child and in whole school developments

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may receive

- Discuss why your child is having difficulties
- Discuss removing any barriers to learning
- Discuss how you can support your child at home
- Discuss involvement of others, when necessary

How we will involve your child in the planning and review of their support

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of self-assessment. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- assess their own learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEN Support Plan;

How we match the curriculum, teaching and learning approaches if your child has SEN

We aim to:

- put our values into practice every day
- use our best endeavours to achieve maximum inclusion and success for all our children
- encourage high levels of participation from children, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties

Our Objectives are:

- to work in partnership with families and others involved in the care of children in our school
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEN through well targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly

- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

How we provide additional support if your child has learning needs

The Learning Needs register is updated following all assessments. All pupils identified as requiring additional learning support are added to the register and are given an IEP which is updated as necessary. A provision map tracks all learning provision taking place in the form of interventions. All classes have trained learning support assistants and class teachers who deliver specific interventions to pupils identified with learning needs within or outside of the classroom setting. Interventions are timetabled in each class. Intervention planning time is allocated to ensure that delivery is productive. All sessions are reviewed and pupil progress is assessed daily and at the end of a unit or programme or work. Progress of all pupils is tracked and monitored through timetabled meetings with the SENCO and class teachers.

How we provide additional support if your child has social and communication needs

Pupils identified with social and communication needs have access to a range of social programmes in school delivered by well-trained learning support assistants or class teachers. In addition pupils may be taught in small groups or on a one to one basis in order to address specific areas or need. Where necessary, specialist expertise is brought in to support with key strategies and targets.

How we provide additional support if your child has physical, sensory and/or medical needs

Pupils identified with physical, sensory and or medical needs have the curriculum and learning environment adapted according to their need. All staff within school are aware of all pupils with these identified needs. All pupils with physical needs have daily timetabled physiotherapy sessions. Sessions are delivered either by a trained LSA or physiotherapist in school. A physiotherapist visits the pupils and staff at least once a term in order to review progress and targets set. All pupils with a physical or medical need have a medical plan identifying specific information that may affect a child's learning day in school. School has a range of support in place depending on the specific sensory need identified. Additional adults are placed in order to meet

the needs of these pupils. Small group activities or 1:1 sessions are implemented in order to address specific sensory difficulties.

How we provide help to support your child's emotional health and well being

Pupils identified with emotional health and well-being needs are supported either by class teacher/LSA or providing small group or 1:1 pastoral sessions or by spending time with our pastoral support worker who has been specifically trained to support children will specific areas of need.

How we promote developing independence

At Victoria Edlington Primary, our pupils are at the centre of everything we do. As a result, all learning for all groups of learners is personalised and child centred. We encourage pupils to adopt ownership of their learning which cascade to all pupil groups including those with SEND. All pupils have strong relationships with the adults within our setting with adults creating an enabling environment. Problem solving and asking key questions to promote inquisition are core skills embedding our curriculum that develop rich independent learners.

How we measure and review your child's progress against their targets and longer term outcomes

How we monitor and evaluate progress;

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about children's progress between teachers and the head teacher
- head teacher's report to parents and governors
- observations of classroom practice
- observations of interventions

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

School has a very detailed Accessibility Policy and Safeguarding Policy that detail all key areas of the learning environment in order to ensure that key areas of our school remain safe for all learners with SEND.

How we include children with SEND in the life of our school

Where possible all pupils with SEND have access to all areas of school life. Throughout the year at Edlington Victoria Primary we endeavour to ensure that activities and learning is appropriate for all learners or can be adapted to include all learners. Additional support is provided without exception to pupils who should require more support during unstructured times.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

All staff working with children with SEND or additional needs is trained by either professionals with specialisms or by in house staff who have been trained by specialists. The Chair or Governors attends regular support plan/annual review meetings alongside the SENCO and all teaching staff involved with pupils have a duty to also attend these meetings. All support staff delivering interventions have performance management targets linked to planning, delivery and progress for identified pupils and meet regularly with either Phase Leaders or the SENCO to discuss progress. Throughout the year staff delivering interventions receive training on implementing new intervention programmes, teaching and learning and marking and feedback.

External support and expertise we can call upon to help us to meet children's needs

The school involves outside agencies, where necessary.

The school will request permission from parents/carer's to contact an agency.

The school will contact the agency and feedback to parents on any support given or messages.

How we prepare children to join our school

At Edlington Victoria Primary we have excellent links with our feeder schools/nursery settings. Prior to transition, it has been common policy for SENCOs to make contact and hold meetings sharing key information about pupils with SEND or additional needs/concerns. In these meetings all professionals together with parents and the child where necessary, have the opportunity to share important information regarding key pupils and ensure appropriate support is in place prior to the child starting school. Where appropriate, transition mornings/afternoons or days are organised giving new pupils the opportunity to experience their new setting and meet new staff prior to commencing the new term.

How we prepare children to move on from our school

If your child is leaving us to join another school:

- We will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will pass on records to your new school.

In year 6:

- The SENCO and/or year 6 teachers will discuss the specific needs of your child with the liaison teachers from your child's secondary school.
- We will pass on records to your new school.
- If your child has an EHC Plan, the SENCO from your child's new school will be invited to the year 6 Annual Review meeting.
- Where possible, your child will visit their new school.

How we deploy our resources to meet the needs of children with SEND

Staffing

Teaching resources

Contacts for more information

Executive Head teacher: Mrs Beryce Nixon

Head of school: Mrs Emily Clarke

Chair of Governing Body: Mr David Fox

Address: Victoria Rd, Edlington, Doncaster, South Yorkshire, DN12 1BN

Telephone: 01709 862175

Email: admin@victoria.sch.uk

Website: www.victoria.doncaster.sch.uk

SEND Policies and SEN Information Report link(s):