

# VICTORIA DOCK PRIMARY SCHOOL

## SEN Information Report



*Working together for your children*

Date Written: September 2019

To Be Reviewed: May 2021

SEN Co-ordinator: Mrs L Taylor  
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SEN Governors: Mr Andy Comfort

## **Definition of Special Educational Needs (SEN)**

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- Or
- A disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.

## **SEN Code of Practice 2014**

### **Definition of Disability**

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities”

### **Equality Act of 2010**

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

### **1. Special Educational Needs for which provision is made**

Victoria Dock Primary School currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN.

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), specific learning difficulties (SpLD), including dyslexia and profound and multiple learning difficulties (PMLD).
3. Social, emotional and mental health, including attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI) ,visual impairment (VI) and multi-sensory impairment (MSI) .

## **2. Policies for the identification and assessment of pupils with SEN**

- a) Following discussion with parents, class teachers raise concerns in the first instance with the SENCO.
- b) Pupils who do not make adequate progress through the graduated approach may be assessed further in order to gain a better understanding of any underlying learning difficulties. This might be by external agencies, such as the Educational Psychologist, IPASS, SENSS and Speech and Language Therapy Services.

## **3. Policies for making provision for pupils with SEN**

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- a) The school closely monitors the provision for pupils with special educational needs. This will be reviewed termly by class teachers in consultation with parents, the SENCo, outside agencies (where appropriate) and the pupils themselves.
- b) The progress of pupils with SEN will be evaluated on a termly basis in reading, writing, speaking and listening, mathematics and science in line with the whole school policy for all pupils. In addition, these pupils may be assessed in more frequently and in specific area(s) of difficulty relating to their individual special educational needs.
- c) Additional support for pupils with SEN might be in the form of:
  - 1. Small group withdrawals for literacy and numeracy
  - 2. In-class TA support
  - 3. Social skills groups where appropriate
  - 4. Individual and group support and interventions
  - 5. Toe by Toe/ Word Wasp Dyslexia intervention
  - 6. Lexia – reading intervention
  - 7. Visual timetables and supports
  - 8. Sensory circuits and regulation breaks
  - 9. Calm corner/break out space
  - 10. Pre- handwriting skills program

## **4. Contact details of the SEN co-ordinator.**

The SEN Co-ordinator is: Mrs L Taylor  
Contact Telephone number: 01482 598200  
Email:admin@victoriadock.hull.sch.uk

## **5. Expertise and training of staff in relation to children and young people with special educational needs**

Victoria Dock has a policy of continuous professional development for all staff. This includes training on special educational needs. Staff receive training 'in house' and from outside agencies where appropriate in order to meet the needs of pupils with SEN in the school.

Staff will receive the following training:

- Autism awareness
- Using visual supports and strategies to support pupils with ASD
- Setting small steps IEP targets
- Team Teach
- Attachment training to support pupils displaying anxiety
- Precision teaching
- Other training as required by pupils.

In addition, some staff have additional training and qualifications:

- Mrs L Taylor – PG Cert, BA Special Education Autism (children), SCERTS, TEACCH, Intensive interaction, PECS.
- Mrs D Hagger – ELSA
- Miss P Whittaker – ELSA

When required specialist, personalised training and support is received from outside agencies as follows:

- Bridge View Whitehouse Outreach Service
- Speech & Language Therapy
- Severe Learning Difficulties Outreach
- Early Years Inclusion Team
- Applied Psychologies
- IPass
- ASD Outreach Team

## **6. Equipment and facilities to support children and young people with special educational needs**

A pupil's need for equipment and facilities is individually assessed. Funding for the purchase equipment may be provided by the school or requested from other appropriate agencies.

## **7. Arrangements for consulting parents of children with special educational needs about the education of their child**

Parents/carers are involved at each stage of the "assess, plan, do and review" process. Parents/carers are invited to discuss the needs of their child with the class teacher in the first instance. Subsequent to this, parents/carers will be kept informed of progress and outcomes in a number of ways:-

- a) Liaison with the class teacher informally.
- b) Parents' consultation evenings when advice and support in helping their child at home can also be given and the SENCo will be available.
- c) Termly written report.

d) In addition, for pupils with an EHC Plan, there will be an annual review of progress and provision.

#### **8. Arrangements for consulting young people with special educational needs about their education**

a) The pupil is involved (as is appropriate) at every stage of the 'assess, plan, do review' process.

b) The child/young person is able to discuss any aspect of their provision in a number of ways:-

(i) Informally with their class teacher on a regular basis.

(ii) In some instances, the pupil might contribute to a more formal meeting to review their progress and provision. This might be in person, or by submitting a report.

#### **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school**

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher. If a satisfactory conclusion still cannot be reached then the Governing body must become involved. The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

#### **10. How the governing body involves other bodies in meeting the needs of pupils with special education needs**

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider, professional support service, or voluntary organisation. A full list and links to appropriate organisations can be found on the Hull Authority Local offer website.

Advice may be sought from one or several providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan would be considered appropriate for the child.

#### **11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 of the Children and Families Bill.**

All contact details are detailed in the links provided in the Hull Authority Local offer.

## **12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

### **Primary-Secondary Transition**

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made as early as possible to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.

Transition to secondary school for vulnerable pupils is planned carefully and might include additional communication with the new school, additional visits, use of social stories, transition books, communication passports and or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

### **Transition within the school**

Vulnerable pupils are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition books, communication passports, transition meetings.

## **13. Information on where the local authority's offer is published**

Link to Hull Local Offer website.

<http://hull.mylocaloffer.org>