



SEND Information Report Academic Year 2021-2022

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What kind of school is Virginia?

Virginia Primary School is a one form entry community primary school with nursery provision.

We welcome children of all abilities, faiths and nationalities.

Our Vision

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners.

We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.



What kind of school is Virginia?

We are a Rights Respecting School and this offer supports the following articles from the United Nations Convention on the Rights of a Child:

Article 12: every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

Article 23: a child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28: every child has the right to an education.

Article 29: goals of education. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.



What is SEND?

SEND stands for Special Educational Needs and Disabilities.

Children are said to have Special Educational Needs (SEN) when one or more of these is true:

- ▶ they don't make enough progress, even though the teacher has planned work specially to help them
- ▶ their difficulties with literacy and numeracy affect their learning in other subjects
- ▶ they have ongoing emotional or behavioural difficulties which upset their own and other children's learning
- ▶ their sensory or physical differences affect their learning
- ▶ communicating or interacting with others is difficult
- ▶ they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Who has responsibility for SEND?

Special Educational Needs and Disabilities Co-ordinator (SENCo) : Ruth Coombe

Ruth is often on the gate and in the playground at the beginning and end of the school day. She can be contacted via the office at **admin@virginia.towerhamlets.sch.uk** or **020 7739 6195**. Ruth's roles include

- ▶ Liaising with a range of agencies outside school who can offer advice and support to help pupils overcome any difficulties.
- ▶ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident at meeting a range of needs.
- ▶ Ensuring that parents are involved in the support offered to their child.

Head Teacher: Barbara Lo Giudice

Responsible for the day to day management of all aspects of the school including the provision made for pupils with SEND.

SEND Governor: Eleanor McAree

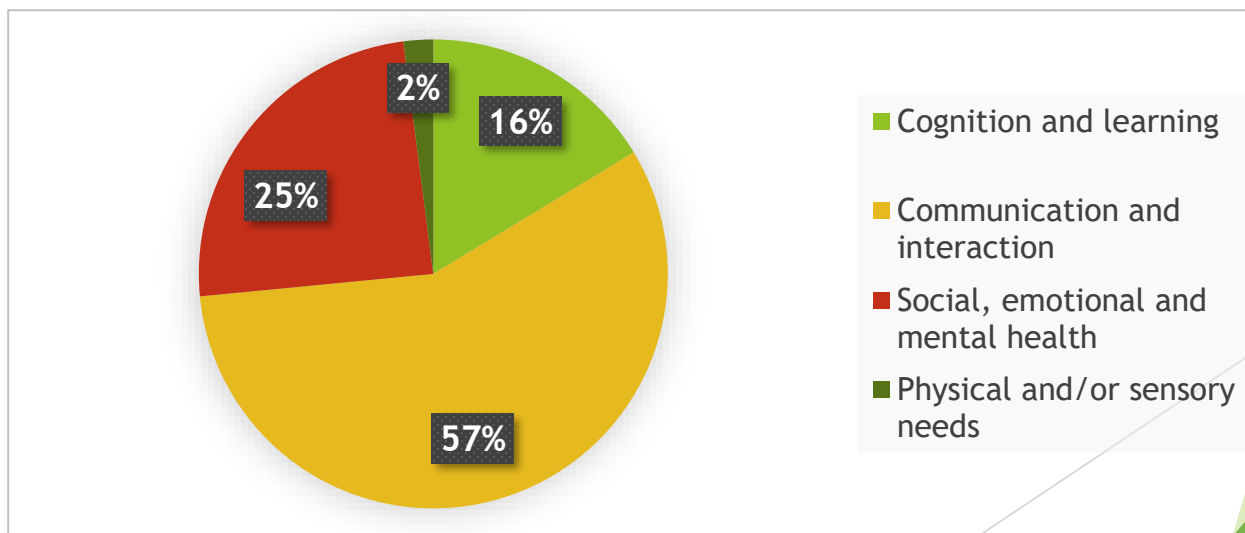
Responsible for supporting the school to evaluate the quality and impact of SEND provision and to ensure the development of best practice.

How is SEND categorised?

There are four broad areas of need:

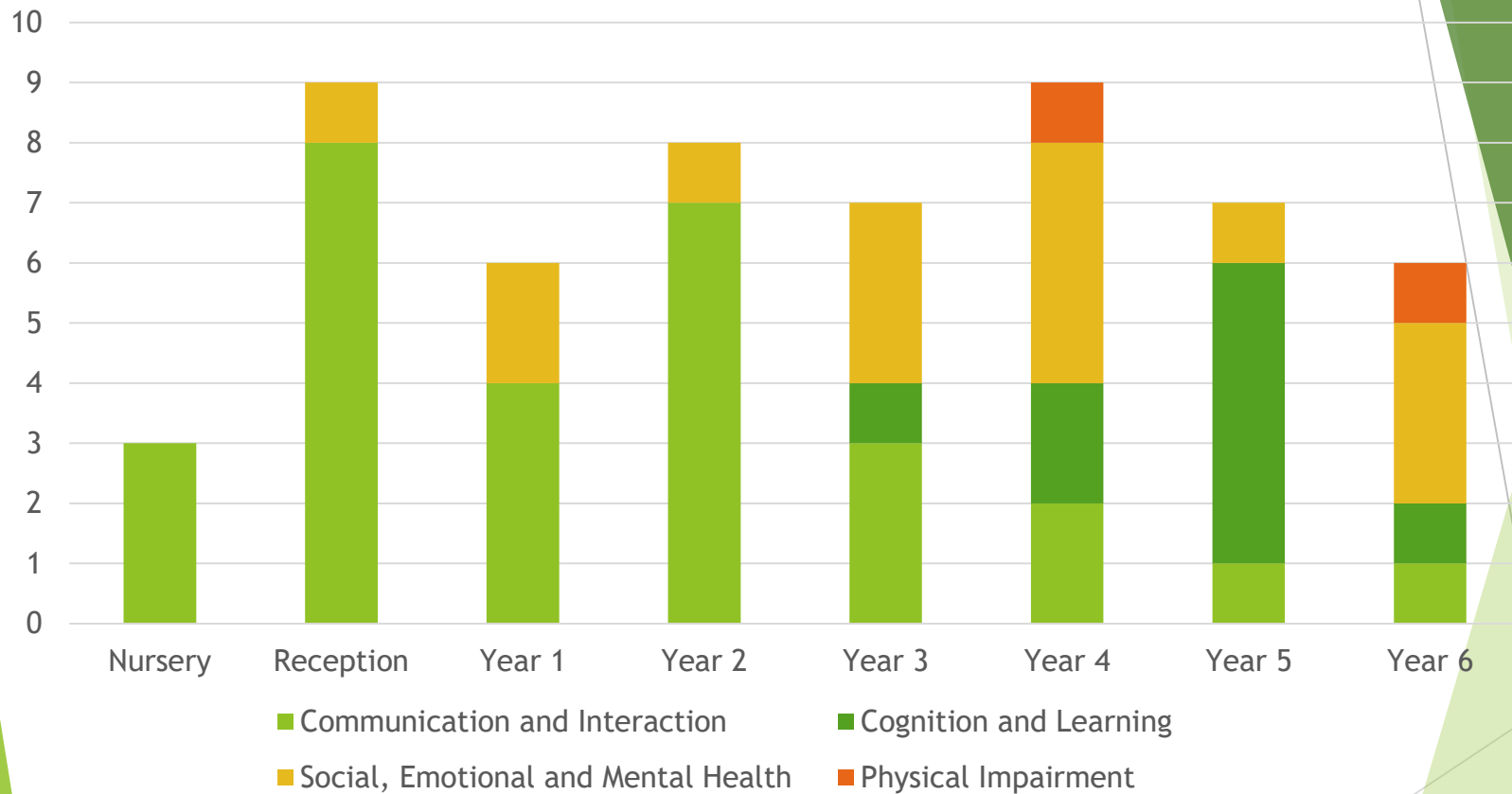
- ▶ Cognition and learning (CL) for example, dyslexia, dyspraxia, global learning delay
- ▶ Communication and interaction (CI) for example, autistic spectrum disorder, speech and language difficulties
- ▶ Social, emotional, mental health (SEMH) for example, attention deficit hyperactivity disorder (ADHD), difficulties with regulating emotions
- ▶ Physical and/or sensory needs (PI) for example, visual and hearing impairments, epilepsy

At Virginia, we have pupils whose primary area of need fall within each of these four areas:

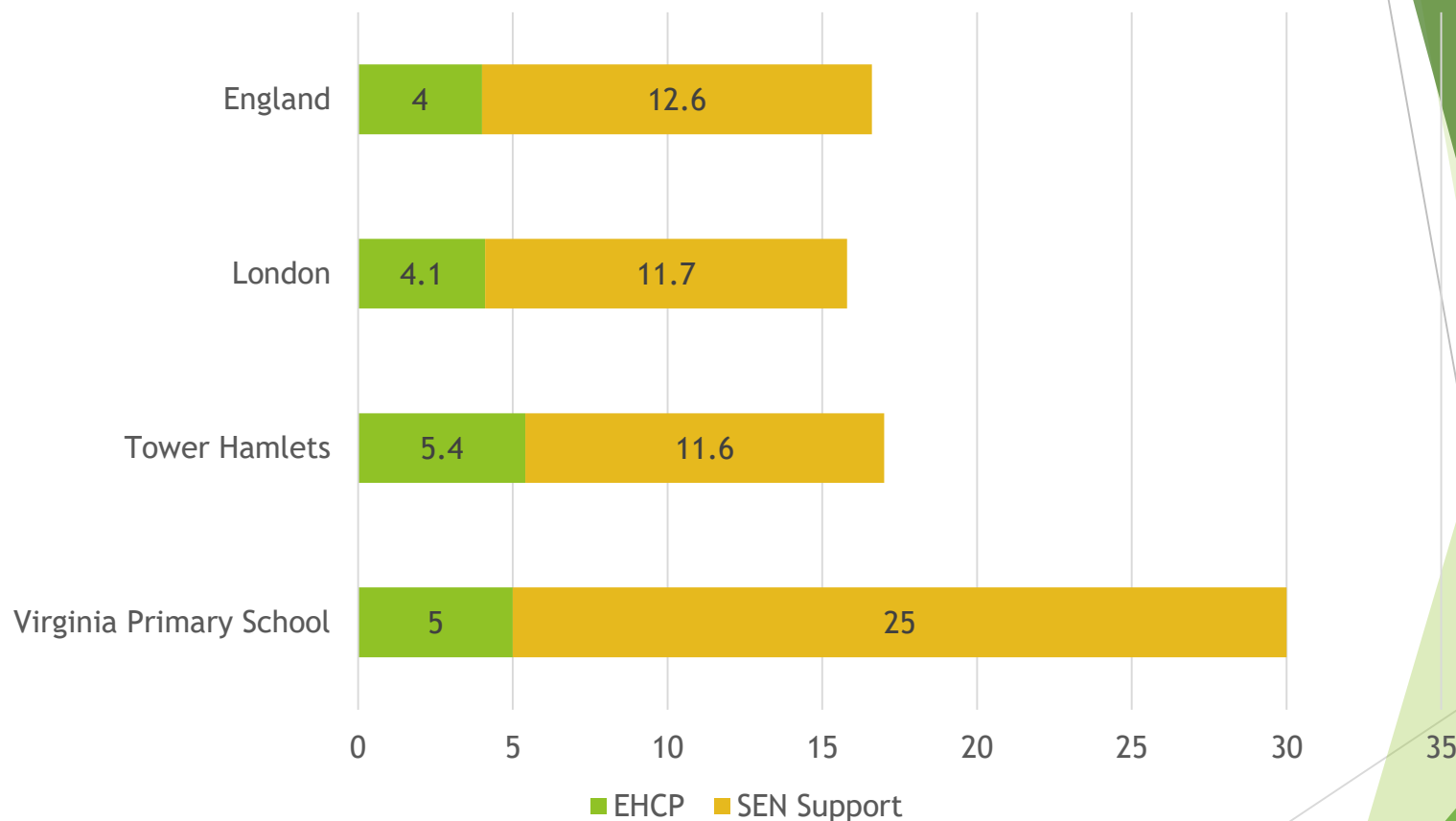


Many of our children with SEND have additional areas of need beyond their primary need.

Virginia's SEND by year group and primary area of need (July 2022)



Percentage of children with Educational Health and Care Plan (EHCP) or SEN Support (Academic Year 2021-2022)



How are children with SEND taught?

- ▶ Our primary means of supporting children is always initially through quality first teaching, with carefully differentiated lessons and resources to meet the needs of all our learners.
- ▶ Through ongoing formative assessment, teachers are continually adapting their planning to meet their children's needs.
- ▶ Class teachers are responsible for planning an appropriate education programme for all children, including children with SEND.
- ▶ We do not encourage the removal of children with SEND from class unless there is a real advantage to the child in doing so. This is to ensure that they are constantly working under the supervision of a class teacher and also so they continue to develop friendships with their peers.



How might lessons be adapted for SEND?

Teachers at Virginia are reflective practitioners who regularly adapt their teaching to cater to the needs of children in their class. Below are some examples of how this might be done.

Communication and Interaction

Text-to-speech software
Touch typing
Visual timetables
“Now and Next” boards
Small group work
Widgets

Cognition and Learning

Coloured paper
Pre teaching
Revisiting prior learning
Concrete resources
Small group work

Social, Emotional and Mental Health

Brain breaks
Sensory areas
Small group work

Physical and/or Sensory Needs

Seating arrangements
Large text
Fine motor skills

Which specialist services work with Virginia?

- ▶ Some children with SEND may need specialist support.
- ▶ As a school, we have access to a variety of services and experts who can provide us with advice on how best to cater for children with a variety of SEND:
 - ▶ Educational psychologist
 - ▶ Speech and language therapist
 - ▶ Occupational therapist
 - ▶ Sensory Impairment team
 - ▶ CAMHS (child and adolescent mental health service)
 - ▶ Stephen Hawking Outreach Team
 - ▶ Phoenix Outreach Team (ASD)
 - ▶ Support for Learning Service
 - ▶ Physical disabilities specialist team
 - ▶ Behaviour Support team
- ▶ The SENCo organises the work of these professionals in school. They usually work closely with the child for a short time and then give the school recommendations about how to work with the child.
- ▶ Sometimes they stay involved with children throughout their time in school.



CAMHS
Child and Adolescent
Mental Health Services

How do you support children new to the school?

Starting in Nursery and Reception (Early Years)

- ▶ Children who start in nursery and reception receive a home visit prior to entry. At this we ask parents if they have any specific concerns about their child.
- ▶ Where children already have an identified need, we liaise with the professionals already working with the family to ensure our provision is appropriate.
- ▶ Children new to the early years are assessed closely during their first seven weeks with us, through observation. These observations contribute to our on-going assessment of every pupil and can sometimes highlight previously unidentified special needs.

Starting in Years 1 - 6

- ▶ Families who transfer their children from other schools from Year 1 upwards have an induction meeting with the head prior to starting school. This gives the family an opportunity to discuss any issues or concerns.
- ▶ Children who transfer from other schools from Year 1 upwards are assessed on entry in reading, writing and maths. Contact is made with the previous school to find out about any concerns or special needs.

How do staff identify children with SEND?

- ▶ Children's progress and attainment are monitored through termly pupil progress meetings.
- ▶ During these meetings class teachers meet with senior members of staff to review the progress of every child and to plan for interventions to accelerate progress where appropriate.
- ▶ We monitor our behaviour records to identify children who might have a social or emotional difficulty so that we can plan to help them overcome this.
- ▶ Parents who have concerns about their child can make an appointment to meet with the class teacher or SENCo at any time. We can provide translators for meetings as required.

Who should I contact if I have concerns about my child?

At first, you should always talk to your child's **class teacher**.

They have the overall responsibility for:

- ▶ Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- ▶ Checking on the progress of your child and identifying, planning and delivering any additional support.
- ▶ Contributing to devising personalised learning plans to identify the next steps for your child's learning.
- ▶ Applying the school's inclusion policy.

After discussion with the class teacher, you might be directed to speak with our Special Educational Needs and Disabilities Co-ordinator (SENCo) Ruth Coombe.



How does Virginia assess progress for children with SEND?

- ▶ We use the graduated approach of Assess, Plan, Do, Review.
- ▶ This is a cyclical approach that helps us to focus on children's specific needs.
- ▶ Children's needs are regularly assessed and reviewed, this happens a minimum of every half term.
- ▶ Pupil's views are taken into account when reviewing children's progress.
- ▶ Parents are sent a copy of the reviews and are encouraged to share any thoughts and concerns.



What support is provided for specific needs?

The following few pages give information on the support provided for children with specific needs.

- ▶ [Communication and Interaction](#)
- ▶ [Cognition and Learning](#)
- ▶ [Sensory Needs](#)
- ▶ [Physical Needs](#)
- ▶ [Medical Needs](#)
- ▶ [Autistic Spectrum Disorder \(ASD\)](#)
- ▶ [Social, Emotional and Mental Health](#)

Communication and Interaction

- ▶ Rich opportunities for speaking and listening in all lessons.
- ▶ In the early years, the environment is very well planned to ensure that the children have stimulating opportunities for free play, supporting language development.
- ▶ In Years 1-6, children routinely work with learning partners and in collaborative groups.
- ▶ We have speech therapist to support us in our provision in school for half a day a week. They can assess children where staff and/or parents have concerns.
- ▶ Programmes are developed with the support of the SENCo and the speech therapist
- ▶ Children with more profound difficulties may have a personal education plan that outlines key strategies to be used in class as well as specifically designed small step goals which are assessed termly.
- ▶ Children with stammering or other speech production difficulties are referred to specialist clinics and may be offered therapy by this service.



Cognition and Learning

- ▶ High quality teaching is provided in all classes.
- ▶ Through ongoing formative assessment, teachers are continually adapting their planning to meet their children's needs.
- ▶ Classes are allocated higher level teaching assistants/learning assistants according to the learning needs of the class. These support staff work with groups of children or individuals to ensure they make progress and become more independent in learning.
- ▶ Our curriculum leaders monitor their subjects across the school ensuring that teaching is differentiated to meet the needs of all pupils in every class.
- ▶ Intervention programmes support children with a range of needs. These programmes are planned and monitored by the SENCo.



Sensory Needs

- ▶ Where children are identified as having a hearing and visual impairment, the school works alongside with the teacher of the deaf/ teacher of the visually impaired to support children in accessing the curriculum and providing training for staff.
- ▶ Sensory circuits are planned in for children who might find them advantageous.



Physical Needs

- ▶ Children may be referred to the occupational therapy or physiotherapy services. The school puts any advice given into practice.
- ▶ The nursery and reception classes are wheelchair accessible.
- ▶ The ground floor of the Welcome Space is fully accessible including its toilet.
- ▶ Virginia is equipped with an EVAC chair regularly reviews evacuation plans.
- ▶ The school is an old Victorian building and as such is set over three levels. We are unable to install a lift. (Please see our [Accessibility Policy](#).)
- ▶ Where children have identified physical needs, we work with the local authority specialist teacher to support children in accessing the curriculum, in meeting their personal care needs and providing training for staff.
- ▶ We provide specialist equipment as recommended by external agencies such as occupational health.



Medical Needs

- ▶ Children with identified medical needs such as asthma, epilepsy and diabetes have health care plans drawn up by the school nursing team.
- ▶ We are an asthma friendly school.
- ▶ The nursing team trains staff where this is necessary.



Autistic Spectrum Disorder (ASD)

- ▶ We work closely with our educational psychologist who helps us identify children who may be on the autistic spectrum. We will then refer children for an assessment.
- ▶ Where a child is already identified as having ASD, the school works in partnership with the Phoenix Outreach Team and the educational psychologist.
- ▶ Strategies are developed to support children in accessing the curriculum and meeting their personal, communication, learning and care needs.
- ▶ Phoenix Outreach provides training for staff.



Social, Emotional and Mental Health

- ▶ We have a positive behaviour policy that enables the school to have a calm and positive ethos.
- ▶ We use the Zones of Regulation throughout the school to support children's emotional literacy.
- ▶ Our PHSE programme fosters emotional literacy, conflict resolution skills and self-awareness.
- ▶ Where children have additional difficulties, they may be referred to our Emotional Literacy Support Assistant (ELSA) for small group or 1:1 additional support.
- ▶ We employ the services of a children's counsellor to meet the needs of those children requiring longer and more intensive support.



The **ZONES** of
Regulation®

How do you make sure children with SEND are included in school life?

- ▶ All our trips are inclusive.
- ▶ We will always ensure that every child is able to access a residential or day trip. We provide additional adults or alternative transport where required. No activity would be planned that could not include **all** children in the class.
- ▶ We have a school council for children in Years 1-6. All children are invited to stand as candidates to represent their year group, decided by year group elections. We ensure that there is always an SEND representative on the school council.
- ▶ As part of the graduated approach cycle we seek pupil's views on how they think interventions and approaches to their learning are going.



How do you involve the parents of children with SEND?

- ▶ We have an open house culture. Parents are welcome to make an appointment to see their class teacher or any member of the senior leadership team to discuss any issue regarding their child at any point during the school year.
- ▶ Parents can contribute their views about their child's education at parent evenings, annual reviews and school view on our website.
- ▶ Parent agreement is sought before making any referrals to specialists.
- ▶ We employ a home school liaison officer who can work alongside parents who have concerns or worries. She runs regular coffee mornings with support from a parent governor and this is an excellent opportunity for information sharing for parents and a space for them to express their views.



How do you support the transition of pupils with SEND to secondary school?

We work closely with our feeder schools to ensure that children have a smooth transition from primary to secondary. This includes the following activities:

- ▶ Initial meeting with parents when the child is in Year 5 to discuss secondary options.
- ▶ Meetings during Year 6 to plan transition activities.
- ▶ Individual/small group visits with key staff members.
- ▶ Parent/child meetings with primary/secondary staff to discuss needs.

Mulberry
Academy Shoreditch



Haggerston
School

What training have staff at Virginia received?

The school places a high priority on training and developing staff so that all children receive high quality learning experiences that enable them to succeed. This includes:

- ▶ Our SENCo holds the National Award for Special Educational Needs Coordination from UCL.
- ▶ Three HLTAs, one in Early Years, one in KS1 and one in KS2 who are trained in ELKLAN, the speech and language accreditation.
- ▶ Teaching assistants who work closely with key children receive training either in house, or from external professionals to help them meet the needs of the children they work with.
- ▶ We have an HLTA who is a qualified Emotional Literacy Support Assistant (ELSA) and another TA who is currently training.
- ▶ The SENCo advises class teachers on successful approaches for the children in their classes with special educational needs.
- ▶ Specialist services who work with us often provide training on specific areas. (Please see: [Which specialist services work with Virginia?](#))



How do I make a complaint if I am not happy with the provision for my child?

- ▶ If you are not happy with your child's provision, you should first discuss this with the class teacher.
- ▶ If you are not satisfied with the class teacher's actions, you should make an appointment to see the SENCo (Ruth Coombe).
- ▶ If you still feel the issue has not been resolved or you would like further clarification, the SENCo will direct you to either the head teacher or the deputy head.
- ▶ Where no satisfactory solution has been found, the complainant should be informed that they will need to consider whether to make a formal complaint in writing to the head teacher.
- ▶ Our school's full [complaints procedure](#) can be found on the school website.



Where can I find the school's policies?

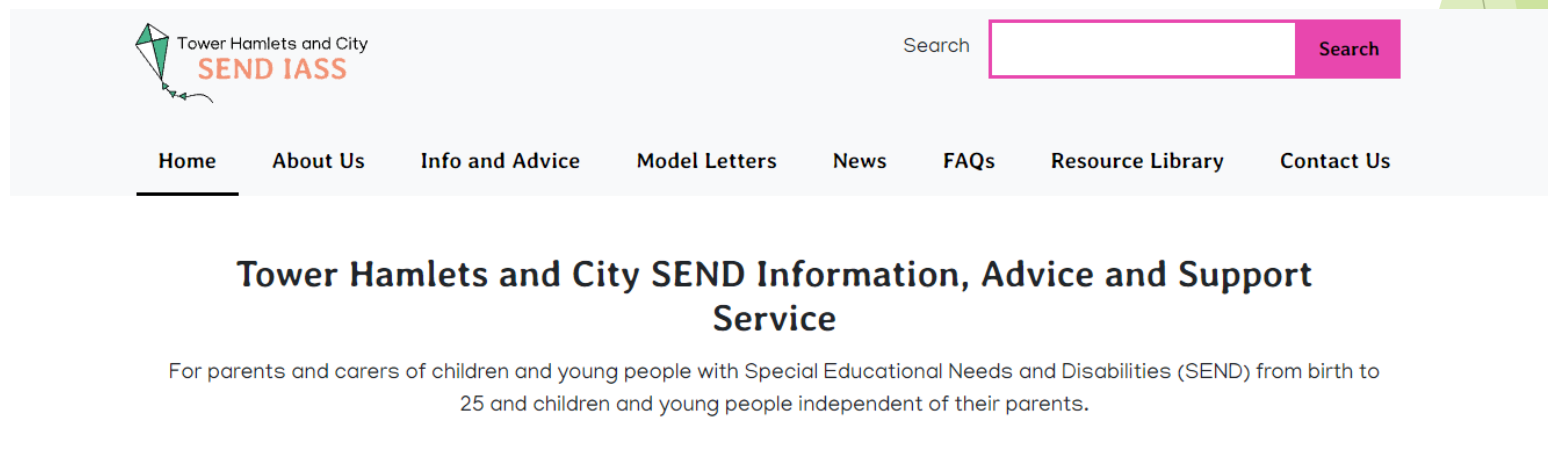
- ▶ Our school's policies are on the school [website](#).
- ▶ Information about inclusion and SEND can be found [here](#).
- ▶ A list of all the school's policies can be found [here](#).



Where can I find more information?

The SEND information, advice and support service (SEND IASS) is a self-referring service which offers advice, information and support to parents or carers of children and young people with SEND. They can be contacted in the following way:

- ▶ Email: towerhamlets&city.sendiass@towerhamlets.gov.uk
- ▶ Phone: 020 7364 6489 (Monday to Friday, 9am- 5pm)
- ▶ SEND IASS is at the Parents Advice Centre which is located at 30 Greatorex Street, London, E1 5NP
- ▶ <https://www.towerhamletsandcitysendiass.com/>



What is the Local Offer?

The Local Offer helps you find information about what is available in Tower Hamlets for families, children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND).

<https://www.localoffertowerhamlets.co.uk/>



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[Tower Hamlets Council Website](#)

Welcome to the Tower Hamlets Local Offer

Find information about what is available in Tower Hamlets for families, children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). For further information contact Family Information Service on 020 7364 6495.