



SEND Information Report Academic Year 2022-2023

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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:



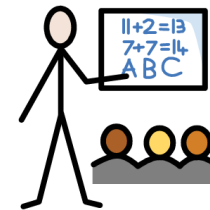
Article 12: every child has the right to say what they think in all matters affecting them and to have their views taken seriously.



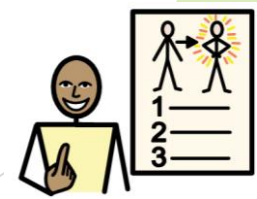
Article 23: a child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community. Governments must do all they can to provide support to disabled children.



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 and Disabilities (SEND) 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 day. She can also be contacted via the office at **020 7739 6195** or by emailing **admin@virginia.towerhamlets.sch.uk**

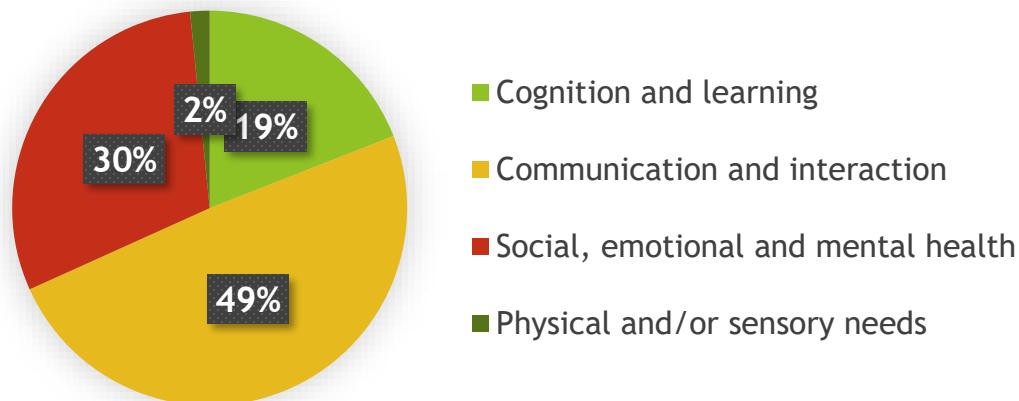
Ruth's roles include

- ▶ 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.

If you have any concerns, it is best to talk to your child's **class teacher** first. After discussion with the class teacher, you might be directed to speak with Ruth.

The prevalence of need at Virginia

This year, we have had pupils whose primary area of need fall within each of the four areas:

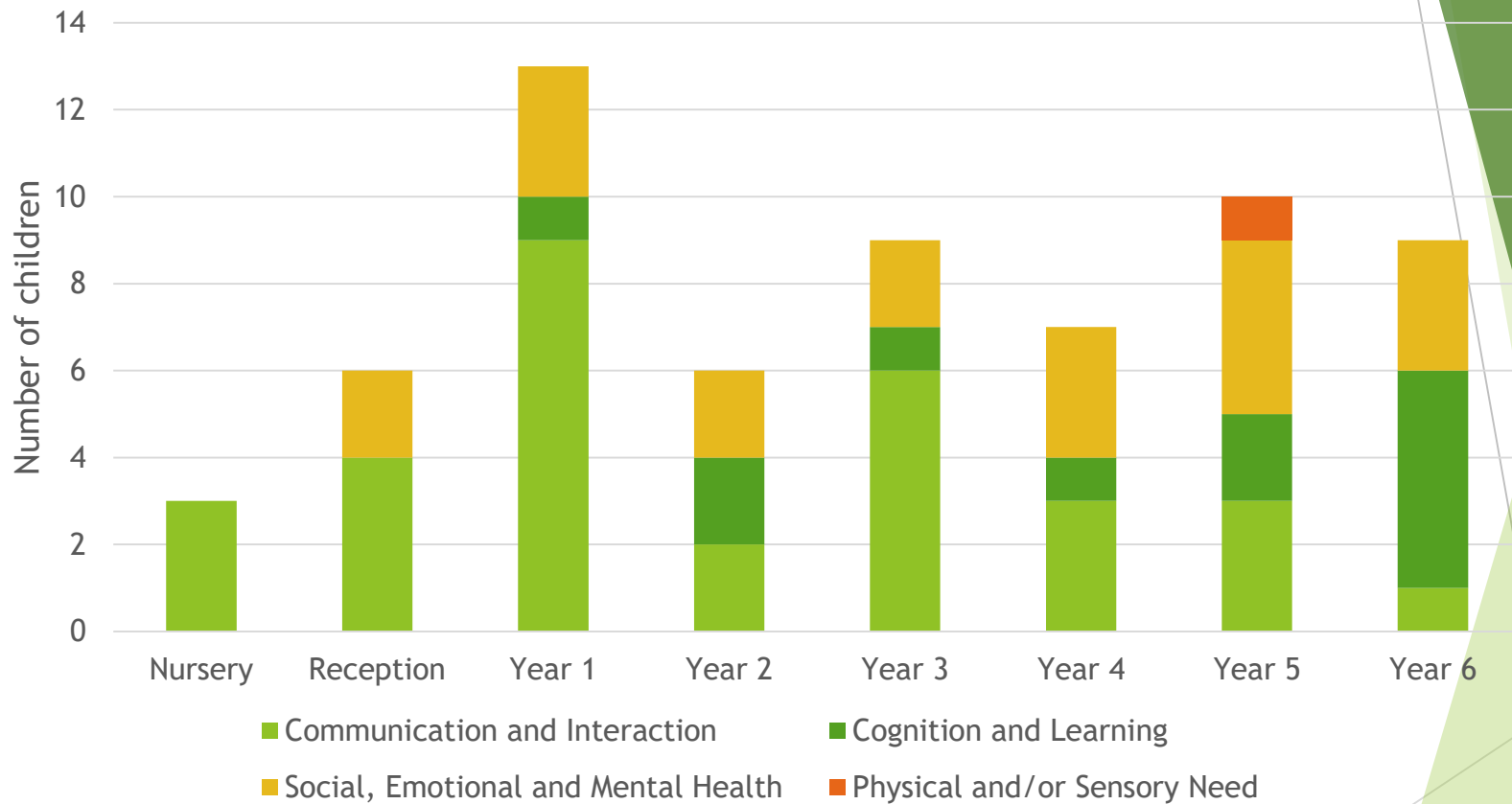


Many of our children with SEND have additional areas of need beyond their primary need.

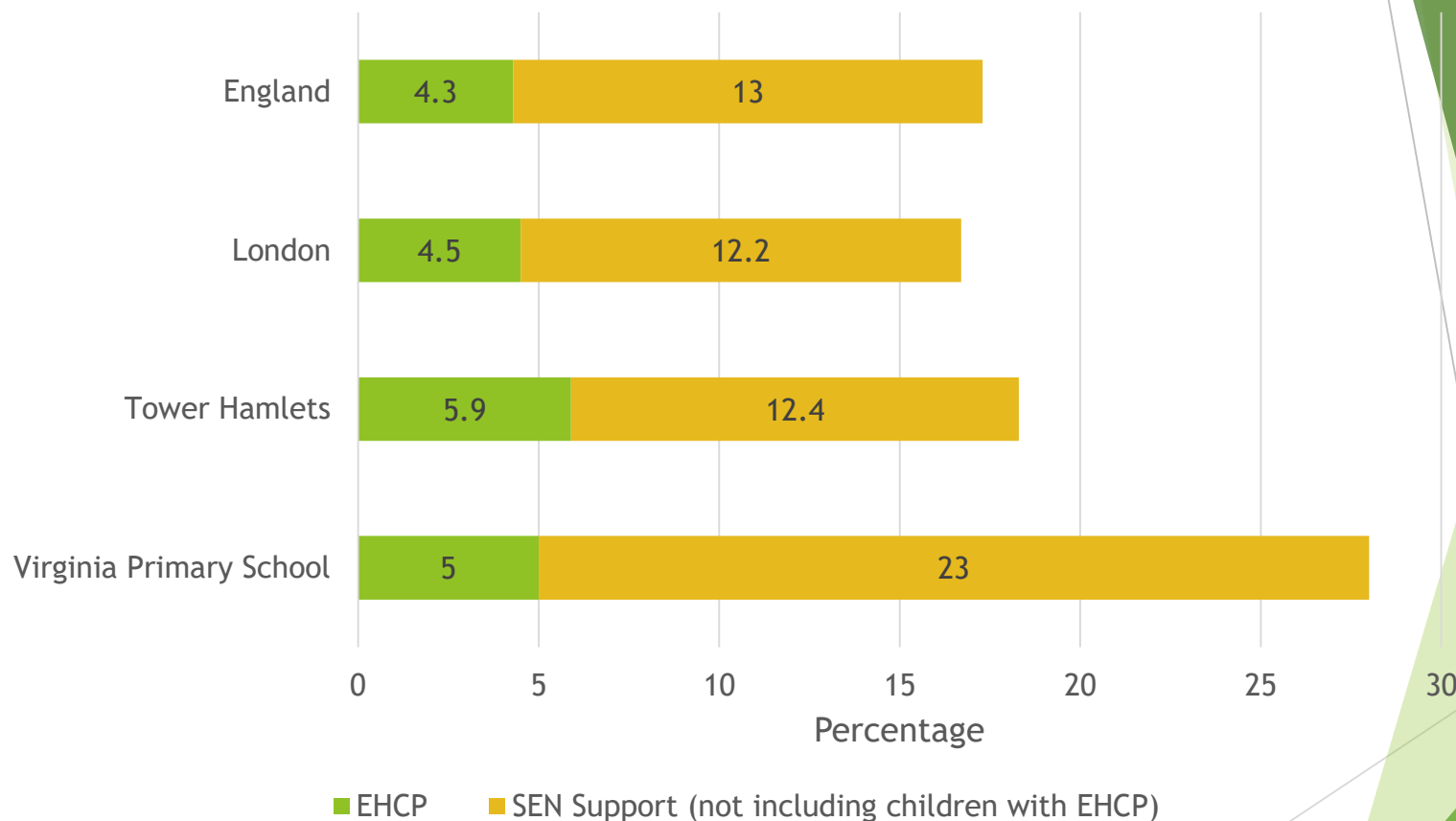
An explanation of the four broad areas of need:

- Cognition and learning (CL) for example, dyslexia, dyspraxia, global learning delay
- Communication and interaction (CI) for example, autistic spectrum condition (ASC), developmental language disorder (DLD), 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

Virginia's SEND by year group and primary area of need (July 2023)



Percentage of children with Educational Health and Care Plan (EHCP) or SEN Support (Academic Year 2022-2023)



How have children with SEND been 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.
- ▶ 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.
- ▶ This year, no children have had a 1:1 teaching assistant. We have done this by carefully planning activities so that children with SEND work with a range of adults within the classroom. This ensures their needs are being met while also building their independence and resilience.



How has learning been adapted?

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 has been done this year.

Communication and Interaction

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

Cognition and Learning

Pre teaching
Revisiting prior learning
Concrete resources
Small group work
Widgets
Clicker

Social, Emotional and Mental Health

Brain breaks
Sensory areas
Small group work
ELSA support
Books of success

Physical and/or Sensory Needs

Seating arrangements
Large text
Fine motor skills interventions
Typing
Ear defenders

Who have we worked with this year?

- ▶ Some children with SEND have needed specialist support. Here is a list of the services and experts who have supported us this year.
 - ▶ Speech and Language Therapist (Ellie Alexander) – half a day a week
 - ▶ Educational Psychologist (Patrick Sullivan) – 10 sessions over the year
 - ▶ Phoenix Outreach Team (ASC) – half termly visits by Eve Trestain
 - ▶ Stephen Hawking Outreach Team – termly visits by Ruth Pilling
 - ▶ Physical disabilities specialist team – support from Claudine Rausch
 - ▶ Sensory Impairment team – termly visits by Mark Longman
 - ▶ CAMHS (child and adolescent mental health service) – assessing children after referrals
 - ▶ Occupational Therapist – assessing children after referrals
 - ▶ Behaviour Support team – whole class support and specific children
- ▶ The SENCo has organised 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.



How have we supported children new to the school?

Starting in Nursery and Reception (Early Years)

- ▶ We visited children who started in nursery and reception at home before they started. At this we ask parents if they have any specific concerns about their child.
- ▶ Children new to the early years are assessed closely through observation during their first seven weeks with us. These observations contribute to our on-going assessment of every pupil and during them we were able to 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 have we assessed and reviewed SEND pupils?

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

What support have we provided for specific needs?

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

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

Communication and Interaction

- ▶ We provide 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.
- ▶ Ellie, our Speech and Language Therapist, has supported us with our provision for half a day a week. She has worked with Ruth, our SENCo, to deliver and develop interventions to support specific children and
- ▶ Ellie and Ruth have run sessions to support parents in understanding how to support their children.
- ▶ Children with more profound difficulties, such as Developmental Language Disorder, 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 have been referred via Barts to specialist clinics and offered therapy.



Autistic Spectrum Condition (ASC)

- ▶ We have worked closely with our Speech and Language Therapist who helps us identify children who may be on the autistic spectrum. After discussion with parents, we will then refer children for an assessment.
- ▶ Where a child is already identified as being Autistic, we work in partnership with the Phoenix Outreach Service.
- ▶ Eve, our Phoenix Outreach teacher, has worked with Ruth, our class teachers and support staff to develop strategies that support children in accessing the curriculum and meeting their personal, communication, learning and care needs.
- ▶ Eve has also supported parents in understanding their children's recent diagnosis. This has been supported by parents attending the Cygnet course run by Phoenix School.



Cognition and Learning

- ▶ High quality teaching is provided in all classes.
- ▶ Through ongoing formative assessment, teachers continually adapt their planning to meet their children's needs.
- ▶ Our curriculum leaders monitor their subjects across the school ensuring that teaching is differentiated to meet the needs of all pupils in every class.
- ▶ Children with specific areas of need are given interventions to support them. These are monitored by Ruth. They include precision teaching to support spelling and reading, intensive phonics interventions and support with number awareness.
- ▶ Our Educational Psychologist has worked with specific children to help identify strategies and interventions to support them. They also provided INSET training for all staff on supporting a neurodiverse classroom.



Physical and Sensory Needs

- ▶ Children with visual or hearing impairments have been supported by the qualified teacher of the visually impaired or deaf.
- ▶ Sensory circuits are planned in for children who might find them advantageous.
- ▶ Where there is an area of concern, children are referred to the occupational therapy or physiotherapy services. The school puts any advice given into practice.
- ▶ The Nursery and Reception classes as well as the ground floor of the Welcome Space are wheelchair accessible. There is fully accessible toilet on the ground floor.
- ▶ 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](#).) The school is equipped with an EVAC chair.
- ▶ 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, allergies, epilepsy and diabetes have health care plans drawn up by the school nursing team.
- ▶ In March 2023 we achieved “Asthma Friendly School” status.
- ▶ The nursing team trains staff where this is necessary.



Social, Emotional and Mental Health

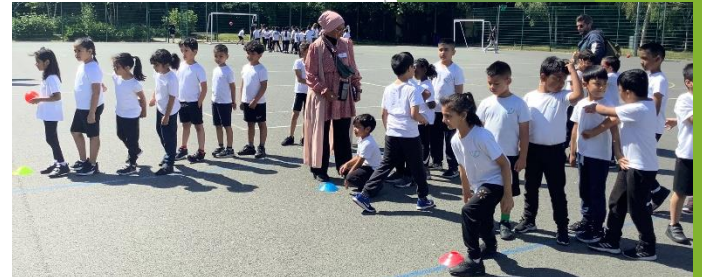
- ▶ We have a positive behaviour policy that enables the school to have a calm and positive ethos.
- ▶ We use the Zones of Regulation throughout the school to support children's emotional literacy. This year we have had two training sessions to support staff.
- ▶ Our PHSE programme fosters emotional 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. This year 20 children have accessed ELSA support.
- ▶ We have employed a play therapist to work with children requiring longer and more intensive support.



The **ZONES** of
Regulation®

How have we made 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. We ensure that there is always an SEND representative on the school council.
- ▶ As part of the graduated approach cycle we have sought pupil's views on how they think interventions and approaches to their learning are going.



How have we involved the parents of children with SEND?

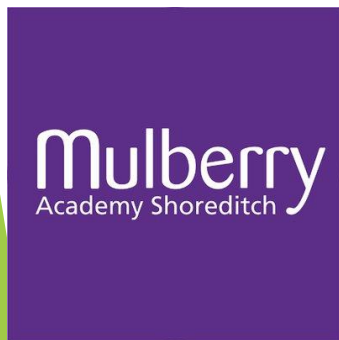
- ▶ We have an open house culture. Parents are welcome to make an appointment to see their class teacher or any member of the senior leadership team to discuss any issue regarding their child at any point during the school year.
- ▶ Parents can contribute their views about their child's education at parent evenings,, annual reviews and when their child's Assess, Plan, Do, Review cycle is sent home.
- ▶ Parent agreement is sought before making any referrals to specialists.
- ▶ We have run coffee mornings to offer advice to parents of children with specific needs. This year these coffee morning have included information about DLD, Intensive Interaction interventions and Autism.



How have we supported 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.
- ▶ This year we have supported the transition of Year 6s with SEND to the following schools:



Haggerston
School

Mulberry
School for Girls



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.
- ▶ Two HLTAs, one in Early Years and one in KS2 are trained in ELKLAN, the speech and language accreditation.
- ▶ We have an HLTA and a TA who is a qualified Emotional Literacy Support Assistants (ELSA).
- ▶ Two staff members are accredited in positive handling with Team Teach.
- ▶ Our Educational Psychologist provided whole school training on Quality First Teaching and differentiation.
- ▶ All staff received training from Barts Health Speech Language and Communication Team on the use of Core Boards and Augmentative and Alternative Communication.
- ▶ 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.
- ▶ 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/>