



Ebor Gardens and Victoria Primary Academy



SEND Information Report for Parents and Carers

Who can I contact if I feel my child needs extra support?

The class teacher will be the first point of contact.

These people are also able to support children and families and appointments can be made through the school office:

SENDSCO – Mrs Helen Mills

Parent Support Adviser – Sherree Dooley (Ebor)
Alison Pierce (VPA)

Learning Mentor – Marie Brookes (Ebor)
Helen Broughton (VPA)

Head of School – Amy Portier (Ebor)
Catherine Chojnowski (VPA)

What do I do if I think my child may have Special Educational Needs?

If you have concerns regarding your child's progress or wellbeing, this should first be discussed with your child's class teacher.

You may also wish to contact our SENDCO. Arrangements will be made for a meeting where school will listen carefully to concerns and put appropriate actions in place. This may involve observation and assessment in school, additional support within the classroom or referral to external agencies such as Educational Psychology, Speech and Language Therapy, Special Educational Needs Inclusion Team or the Area Inclusion Partnership.

If there are other agencies already involved with your child when they start school, please let us know so that we can work with them to provide the best support for your child.

What different SEND needs are supported in school?

Firstly we identify children as individuals and recognise that all children are different and learn in different ways. We support this through adapting teaching and learning throughout the curriculum and tailoring support to individual needs. In line with the SEND Code of Practice, we recognise the four areas of SEND as Communication and Interaction (including Autistic Spectrum Condition), Cognition and Learning, Social Emotional and Mental Health and Sensory or Physical Needs.

How will school support my child?

The academic progress and well-being of all children is monitored closely and, where there are concerns, parents will be informed and support put in place.

Where an SEN need has been identified, the class teacher (supported by phase leaders and SENDCO) will prepare an SEN support plan setting out clear targets and strategies to help the child. This provision will be provided by class teachers and support staff either individually or as part of a group and will be reviewed termly by the class teacher and discussed with parents and the child. Where further support is required, the class teacher will meet with the SENDCO to discuss additional strategies and possible referral to external agencies.

Further support is available through our Parent Support Advisers and Learning Mentors.

What if my child still needs extra support?

Some children with complex needs require a higher level of support to access learning. If your child is still not making progress, despite SEN support within school and advice from external agencies, the SENDCO may discuss an application for an Education, Health and Care Plan (EHCP) with you. This is applied for through Leeds City Council and is a statutory document which brings together all the information and provision needed to support your child to make progress within a mainstream or specialist school setting.

How will my child be included in activities outside of the classroom?

At Ebor Gardens and Victoria Primary Academies, we believe that all children should have a wide range of experiences to help them grow and develop. We ensure that ALL children are able to access school trips and residential.

Where appropriate, we will invite parents into school to discuss what provision is needed to make these activities accessible and we will work closely with you and external providers to adapt activities and prepare specialist risk assessments where needed. All children are encouraged to attend extra-curricular activities, any additional support required to access these can be discussed with the SENDCO.

What training do staff supporting my child receive?

All staff are trained to use a variety of strategies to support children with different SEND, including Autism training, Team-Teach de-escalation techniques and Speech and Language programmes.

Training may be provided by the SENDCO or external agencies where appropriate.

The SENDCO has completed the National Award for SEN Co-ordination and regularly attends network meetings and further training to ensure that school is kept up-to date.

Additional training for staff is matched to the individual needs of pupils in school as required and often involves working closely with other professionals.

How are school resources allocated and matched to my child's SEND needs?

First and foremost, funding is prioritised to ensure that there is accessibility to the curriculum for ALL pupils, including those with SEND. Some pupils may meet Leeds City Council criteria for additional funding. Where this is the case, we will discuss this with you.

What external agencies do Ebor Gardens and Victoria Primary Academies use to support children with additional needs?

Our schools work closely with a range of external agencies to help support your child through specialist assessments, advice and training. If school feel that further support and advice is needed to meet a child's needs, parents will always be informed and consent gained and any reports or advice will be shared with you. Professionals may visit school to work directly with your child or meet with staff and parents to discuss support.

We have access to support through Leeds City Council Complex Needs service (SENIT) and the Area Inclusion Partnership. We also commission additional Speech and Language Therapist (through Interactions) and Educational Psychologist time from the funding allocated to support SEND.

Other agencies and professionals we work with include:

- NHS Speech and Language therapy
- STARS (Specialist support for children with Autism)
- Physiotherapy
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health)
- Educational Psychology
- Health Visitors and School Nursing team

How will my child's information be shared with new phases or new schools?

We recognise that transitions can be difficult for a child with SEND so we take steps to ensure that any transition is as smooth as possible.

Children entering school in Nursery or Reception

All children are offered home visits before they start in our Foundation Stage and transition sessions in EYFS are arranged so that children have the opportunity to visit before starting. These give you the opportunity to discuss any concerns or additional needs that your child may have. The class teacher and SENDCO will liaise fully with you and any professionals working with your child in order to meet their needs when they arrive in school. Additional visits can be arranged if necessary.

If your child is moving to or from another school

We will contact the school SENDCO and ensure that all information regarding additional support or special arrangements are shared. We will make sure that all records about your child are securely passed on as soon as possible.

When moving classes in school

Information will be passed onto the new class teacher and a planning meeting will take place with the new teacher where all relevant information will be shared. SEN support plans will be reviewed before the end of the summer term to ensure that these are up-to-date before transition.

How will my child's information be shared with new phases or new schools?

In Year 6

We recognise that the move to secondary school is a difficult time for some children and staff in school work hard with the children to prepare them for the move and reassure them that it is a positive step. During the summer term, staff from the secondary schools visit pupils in school and meet with Y6 teachers. The SENDCO meets with SENDCOs from all of the secondary schools to discuss individual pupil needs and plan any additional transition visits. Different secondary schools have different transition arrangements and these will be discussed with you at the time. All relevant support plans and reports are passed securely to the secondary school to ensure that support is in place when your child starts.

How accessible is the school?

Both of our school buildings provide excellent facilities for children with additional needs. The school buildings are fully accessible to wheelchair users, with disabled toilets and lifts between floors. Ebor Gardens has a care suite. If your child requires specialist equipment in school, this can be purchased using the funding allocated to support SEND. For further information, please see the individual school's Accessibility Plans.

What can I do if I am not happy about the support my child is receiving?

At Ebor Gardens and Victoria Primary Academies we are always open to feedback and are committed to ensuring we get the provision right for your child. If you have any concerns, please speak to the class teacher in the first instance as most difficulties can be resolved in this way. If you feel you need further advice, please arrange an appointment with the SENDCO or Head of School who will work with you to support your child. We have a clear complaints policy which can be found on our website to formalise your complaint. We will ensure we respond promptly to your concerns to find a resolution to quickly meet the needs of your child.

Who can I contact for further information?

The SENDCO at both schools is Mrs Helen Mills who can be contacted through the school office. All SEND provision in school is closely monitored and evaluated by the Heads of School and Executive Principal. Further support with SEND provision in schools can be found through SENDIASS (SEND Information Advice Support Service for parents on 0113 378 5020 or at <https://familyinformation.leeds.gov.uk/sendias-site>

Further information about services for pupils with SEND in Leeds can be found on the Leeds City Council Local Offer page www.leedslocaloffer.org.uk

What are the key policies the schools work towards to keep my child safe?

The following policies are on the school websites and reflect the school's commitment to the inclusion, safety and well-being of our children: SEND policy, Accessibility plan, Medical Conditions policy, Child Protection and Safeguarding policy, Anti-bullying policy, Positive Behaviour policy, Attendance policy, Equality statement.

