



VICARAGE PARK CE PRIMARY SCHOOL

Special Educational Needs & Disability (SEND)

Annual Report for 2021-22

Vicarage Park CE (VC) Primary School, Kendal

School's Vision Statement

*Pupils at our school are encouraged to be bold and live a fulfilling life through the values of **compassion, responsibility and courage** as they grow to have a better understanding of themselves, find their place in the world and learn what it means to love their neighbour.*

The kinds of SEND that were provided for:

- Cognition and Learning
- Communication and Interaction
- Social and Emotional Wellbeing
- Sensory and/or physical

Policies for identifying pupils with SEND and assessing their needs:

- Admissions arrangements
- Anti-bullying policy
- Whole School Behaviour Policy and Procedures
- Child Protection Policy
- Equality Scheme Statement
- Supporting Pupils with Medical Conditions Policy
- SEND Policy

Name and contact details of the special educational needs co-ordinator (SENDCO):

Mrs Katie Green

Arrangements for consulting parents of children with SEND and involvement in their child's education:

- Termly opportunities for parents to discuss with their child's class teacher initially any concerns at Parents' Evening Meetings
- Bi-annual Change and Adapt/VIPs sent home and opportunities for parents to meet with their child's class teacher and/or SENDCo- Katie Green where staff will share identified key areas of need and the types of intervention the child will receive.
- Regular opportunities for liaison with SENDCos-Julie Brookes (Head Teacher)/ Katie Green (Deputy Head Teacher) throughout the school year.
- Personal communication books between home and school.

Arrangements consulting children with SEND and involvement in their education:

- Level of discussion formats are assessed on an individual basis and in an age appropriate manner.
- Children are supported by their key worker/class teacher/SENDCo (Katie Green) to seek the young person's views using a range of templates.
- Children are asked to share their aspirations both at the present and the future.
- Use positive, clear and simple language to help the children understand what their personal targets are.

Arrangements for assessing and reviewing children's progress towards outcomes:

- Quality First Teaching in the first instance is delivered in all classes
- Plan-Do-Review (see details in the SEND policy November 2021) cycle completed on a bi-annual basis
- Class teachers regularly liaise with SENDCOs to discuss individual children.
- Class teachers seek out advice from SENDCO with regards to specific issues.
- Progress identified and targets updated and this information is shared with parents.

Sharing of SEND confidential files are sent to the appropriate secondary setting

- The year cohort of 2021-2022 SEND files were delivered to local secondary schools and any confidential items sent via Egress. -
- Regular communication between Katie Green (Yr 6 Class Teacher) and Mrs Kyra Townley KKS SENDCO to discuss specific children and their needs.

The approach to teaching pupils with SEND:

At Vicarage Park we recognise the importance of identifying children as soon as possible who might have SEND as stated in the Children's and Families Act (2014) As soon as a concern is raised we begin to apply our Graduated Approach as set out in our SEND policy.

- Every class teacher is a teacher of SEND and a close team approach between the SENDCO, teacher and key adult is established.
- Planning is shared between the teacher and additional adults to provide opportunities for STAs to plan and resource in a differentiated manner.
- All staff have regular opportunities to liaise with SENDCOs seeking clarification/advice for the effective ways to move forward.
- All-inclusive approach and all children are able to access a broad and balanced curriculum irrespective of their individual needs.
- We recognise any barriers to learning the child might face and deliver interventions such as building blocks/small group work to fill the gaps in learning.
- We have high expectations of all our children and want them to achieve the best they can.

How adaptations were made to the curriculum and the learning environment of pupils with SEND:

- All children have access to our broad and balanced curriculum and teachers planning takes into account the need for differentiation to provide full access for the children with varying needs.
- This has been delivered in a variety of ways such as visual timetables/prompts, the way information is presented, use of scaffolds, strategies either verbal or visual, bespoke curriculum to meet the social/emotional needs of the child.
- Adaptations have been made to the learning environment to match the child's needs in relation to their social/emotional needs such as a dedicated working space for alternative learning.
- Explicit and discreet pre/post-teaching and gap filling opportunities are embedded.
- For children with visual/hearing impairments, the class teacher is aware and maximises learning by thinking about the place the child may sit and the font size when using visual stimulus.

Additional support for learning that was available for pupils with SEND:

- Chrome books were made available for children if required.
- Regular opportunities to discuss individuals with their class teachers with SENDCO involvement.
- Referrals/access to outside agencies such as CAHMS/Young Carers, Behaviour Team, Speech and Language service, Pediatrician, School Nurse, Action for Children, Barnardos, EHCP reviewing team, Virtual School which have provided support to families.

The expertise and training of staff to support pupils with SEND:

- Staff have a wide range of expertise and experience and provide either 1:1 support in class and small group intervention (Building Blocks) to support the children where necessary.
- Training and development has included VIP writing, understanding children's mental health, roll out of NTP.
- Staff expertise include Autism, Attachment Training, Dyslexia, Mental Health training and Pediatric First Aid.
- SENDCO-Katie Green signposts CPD to all staff whether on-line or face-to-face.
- SEND training opportunities continue to develop the teaching and learning of SEND children and have been available as part of the SIP/SSDP.
- Advisory roles from local SENDCOs to ensure all SEND paperwork was in place for ECHP children.

How equipment and facilities to support children and young people with SEND was secured:

- LAC with funding through PEP and The Virtual School secured access to extra-curricular clubs.

Evaluation of the effectiveness of the provision made for pupils with SEND:

Evaluation through a variety of pathways have included:

- Analysis of data through Scholarpack formative and summative assessment.
- Data trends compared to other in school and nationally.
- Before and after intervention data collection.
- Observations of teaching and support evaluated.

How pupils with SEND were enabled to engage in activities available with those in the school who do not have SEND:

- Vicarage Park is a fully inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible to all our children.
- When planning school trips, teachers have met with SENDCO to identify potential barriers/concerns and how these might be addressed. Arrangements have been put in place to overcome these, such as individuals with a fatigue management plan.

Support for improving emotional and social development:

- All staff are responsible for monitoring the mental health and wellbeing of the children at Vicarage Park.
- Children are encouraged to share their feelings with a trusted adult of their choice-either pictorially or verbally.
- The key message is 'it is OK not to be OK'
- Parents/carers are encouraged to share with their child's class teacher, SENDCOs any concerns they might have observed within the home setting.
- In specific cases Nurture Plans are written along with the class teacher to help support children within the school setting.
- Katie Green-named Mental Health Champion attends regular meetings and promotes any parent/carer support groups/information sessions.
- Regular communication with families regarding support issued.

How the school involved other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families

- Teachers have liaised with services they are supporting the children they have responsibility for including Educational
- SENDCOs have submitted referrals via Early Help, Physical Health Assessment team, CAHMS, Barnardos, Young Carers to request professional involvement and these have been accepted. Action for Children to support family with a long term medical need.
- EHCP continued to be supported and reviewed annually with the LA
- Early Help initiated for 2 pupils.
- The SENDCO throughout the year has liaised with external agencies and support services in respect of children with SEND. This has included attending a panel meeting.
- The SENDCO has attended multi-agency meetings involving representatives from the health care service, social care, learning and behavior support team and police.
- Julie Brookes/Katie Green have attended social services/child protection meetings and fed back to the individuals concerned.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school:

If there is a complaint about SEND provision:

1. Discuss any concerns with the class teacher in the first instance.
2. Discuss any concerns with the SENDCo-Julie Brookes/Katie Green(meeting to be arranged by the school office).
3. Ask for a meeting with both the Headteacher and SENDCo (meeting to be arranged by the school office).
4. A letter of concern may be sent to the Chair of the governing body or to the SEND governors for the attention of the Chair.

Name & role of person completing this report: Katie Green-Acting Head Teacher October 2022

This report is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).