SEN Information Report

Victoria Park Junior School 2026-27

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. Victoria Park Junior School has chosen to set our SEN Information Report based on the questions in this document, which were developed by Trafford in conjunction with parents/carers. To go straight to a particular question, use the links below:

Questions

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2. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?
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1. What kinds of special educational needs does the school provide for?

Victoria Park Junior School provides pupils with an education that addresses their individual differences and needs. Pupils with learning disabilities, social, emotional and mental health, physical and developmental disabilities are provided with a broad based curriculum delivered through quality first teaching.
Victoria Park Junior School accommodates all SEND in line with Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2015 SEND code of practice: 0 to 25 years.

Communication and Interaction
The school provides support for pupils with Speech, Language and Communication Needs (SLCN), including children with Autistic Spectrum Condition (ASC).

Cognition and Learning
The school offers provision for pupils with learning difficulties who require learning at a different pace than their peers, even with appropriate differentiation. In addition to this the school provides support for children with Specific Learning Difficulties (SpLD), which may affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Social Emotional and Mental Health
Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. The school has a structured support system in place for these pupils.

Sensory and/or Physical
The school does have some pupils who require special educational provision because they have a disability which prevents them from making full use of the educational facilities without appropriate adjustments or support. The school works alongside Trafford's SENAS or the relevant health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made. Sensory needs provided for include Visual Impairment (VI) and Hearing Impairment (HI). Our school is wheelchair accessible.

Children with medical conditions will have Individual Health Care Plans which specify the type and level of support required to meet their individual needs.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

At Victoria Park Junior School children are identified as having SEND through a variety of ways including the following:

- Liaison with the child's previous school
- Child identified to be performing below age expected levels for at least two terms with intervention
- Concerns raised by parents
- Concerns raised by Teachers/ Teaching Assistant/ other school support staff
- Liaison with external agencies e.g. Occupational Therapist, Trafford Sensory Impairment Support Service, Social Care, SALT
- Health diagnosis through paediatrician

- SEND screening completed with children in Year 3 where appropriate (Dyslexia Screener- www.gl-assessment.co.uk/products/dyslexia-screener)
- Language Assessment completed on all Y2 SEND children

The school will use a range of screening and assessment tools to identify SEND. When children's needs are considered to be more complex an assessment by an external professional will be pursued e.g. by an Educational Psychologist or Speech and Language Therapist.

3. How will both you and I know how my child/young person is doing?

If a pupil does have special educational needs the class teacher will hold meetings with parents/carers to discuss a pupil's progress. Parents/carers will also be invited into school to discuss their child's Individual Learning Plan and provision map. Pupils progress is also discussed at parents'/carers' evenings and parents/carers are encouraged to communicate with the class teacher and SENDCo.
If your child has complex SEND they may have an Education, Health and Care (EHC) Plan, which means that a formal meeting (at least annually) will take place to discuss your child's progress and a report will be written.
As a school we currently measure children's progress in learning against national expectations (2014 National Curriculum) and age related expectations. The class teacher continually assesses each child and note areas where they are improving as well as where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods.

4. How will the curriculum be matched to my child/young person's needs?

At Victoria Park Junior School we believe in developing the 'whole child'. This means we have high expectations for **all** children as we **'learn and achieve together'**. We are firmly committed to a broad and balanced curriculum that will inspire and engage the children we teach, and allows the flexibility to adapt to their changing needs and interests. We strive to achieve the following outcomes for all our pupils; be healthy, stay safe, achieve economic well-being, enjoy and achieve, make a positive contribution. Our pupils learn in a stimulating and exciting environment with teaching and support staff, who work closely with each learner in order to ensure s/he achieves to their full potential in all areas of learning.

Aims
Our aims for teaching and learning are that:

- **"We learn and achieve together"**
- All pupils achieve their full potential.
- Pupils are equipped with the skills and attitudes for their future learning and an ever-changing workforce.
- All pupils grow and develop through our school values of: respect, equality, aspiration, responsibility, love and courage to take forward with them.
- Pupils learn how to be lifelong learners through the VPJS learner attitudes: self-manager, team worker, curious questioner, problem solver, clear communicator and reflective learner.

Learning strategies are matched to children's individual needs. These strategies include:

- Teachers will have high expectations for all pupils in our school
- The curriculum is ambitious for pupils, including those with special educational needs and/or disabilities (SEND).

- Ensuring appropriate classroom learning environment matched to the needs of the pupils.
- The SENDCo will provide support and advice to staff in working with pupils who have a wide range lf learning difficulties and disabilities
- Teachers use a range of teaching and learning strategies and breadth of resources to match the individual needs of all pupils.
- An adjusted curriculum which is matched to the needs of all our children so that all children can access a lesson and learn at their level.
- Adjustments may be by task, support, resources, objectives set or the expected outcome.
- Regular advice and support from a wide range of specialists including speech and language therapists, educational psychologists and occupational therapists etc.
- To work within the guidance provided in the SEND Code Of Practice
- Equip pupils with strategies to enable them to be independent learners

5. How will school staff support my child/young person?

The class teacher remains responsible for working with the child on a daily basis. Pupils will be supported in class through quality first teaching; this includes adjusted activities/tasks that are appropriate to the pupil's needs. At Victoria Park Junior School all of our pupils have access to a range of resources to aid their learning, these range from physical apparatus, ICT and visual resources. Pupils who have SEND will receive extra support in class from either the class teacher or teaching assistant and targeted interventions. Pupils who have an EHC (Education and Healthcare) plan will receive further intervention and have funding from the LA (Local Authority) and will receive targeted support which is outlined in the pupil's EHC (Education and Healthcare) Plan. The SENDCo will oversee, monitor and track all interventions that take place within school, to ensure their success and that pupils are making progress.
The Governor for SEND is Mrs. Hayley Ross; her role is to liaise with Miss Tidman (SENDCo) to ensure that every pupil is reaching their potential and has access to all areas of the National Curriculum. It is the responsibility of the governing body to ensure that the school's allocation of resources to and amongst SEND pupils is adequate to fulfil our aims.

Support staff will:

- Support pupils effectively in being independent learners
- Manage behaviour
- Monitor and support the emotional wellbeing of individual pupils
- Use a range of strategies/resources to support children's learning
- Uphold the school values and learner attitudes
- Have high expectations of all learners
- Ask questions that require a deeper level of thinking
- Use effective feedback and marking
- Know individual pupils' needs and how to meet them
- Encourage, motivate and reward learners
- Inform teachers of observations through open dialogue
- Support pupils through specific interventions tailored to meet their needs
- Carry out specific tasks set by the class teacher

6. How is the decision made about what type and how much support my child/young person will receive?

The class teacher alongside the SENDCo will discuss the child's individual needs and what support would be appropriate. Different children will require different levels of support in order to close the gap to achieve age expected levels. This will be through on-going discussions with parents and pupils.

The **Assess, Plan, Do, Review Cycle** is used when support/interventions are put in place.

Assess

In identifying a child as needing SEND support the class teacher and teaching assistant, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services and concerns raised by parents/carers. These should be recorded and compared to the setting's own assessment and information on how the pupils is developing. This assessment will be reviewed regularly. This ensures that support and intervention is matched to their need, barriers to learning are identified and overcome, and that a clear picture of the interventions is put in place and their impact is monitored.

Plan

At this stage the decision will be made about what additional provision is required.
All teachers and support staff who work with the pupil should be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's provision map. Parents/carers will be informed and are encouraged to be part of this process.

Do

Additional provision/intervention is put in place for an agreed period of time.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

We review the effectiveness of provision through:

- Monitoring progress made academically against national/age expected levels
- Collecting formal and informal feedback from the teacher, parent and pupil.
- The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and the pupil.
- Using assessments that are reflective of children's cognitive ability
- Using assessments specific to particular interventions.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is

successful. Pupils with SEND or significant medical needs have been able to access all or previous trips; including our Year 6 residential visit with support.
A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum areas will be provided. Parents/carers will be consulted throughout this process.

8. What support will there be for my child/young person's overall wellbeing?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.
The school has:

- A SENDCo
- Learning Mentor/ Emotional Literacy Support Assistant (ELSA)
- SEND Teaching Assistants
- An Attendance Lead
- Mental Health Lead
- Place 2 Be Mental Health Practitioner

9. What specialist services and expertise are available at or accessed by the school?

- Trafford SEN advisory service (SENAS)
- Social Services
- Extended Services
- Health including – GPs, School Nurse, Health Visitor. CAMHS, Paediatricians
- Educational Psychologists
- Learning Mentor
- Speech and Language Therapists
- Mental Health Support Team
- Trafford Team Together
- Place 2Be- Mental Health Service

10. What training have the staff supporting children/young people with SEND had?

The school SENDCo has completed the National Award for SEN Co-ordination and also attends termly SEN forums run by the Local Authority, ensuring that the school has up to date information about SEND. All teaching staff have regular, up to date training in school or they can attend specific training in order to support the provision of pupils. If staff are leading a particular intervention programme, school makes sure they are suitably trained.

11. How accessible is the school environment?

Our school meets the duties outlined in the Equality Act 2010 towards individual children and young people. We endeavour to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from being out at a substantial disadvantage. The school has an Accessibility Plan, which forms part of our overarching Equality Scheme and this is published on the school's website. This plan identifies ways in which we aim to ensure accessibility for all pupils and staff.
The Accessibility Plan is anticipatory- thought is given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school is on one level giving suitable access for wheelchair users and we have disabled toilet facilities, there is also a shower.

12. How are parents and young people themselves involved in the school?

Parents/carers are invited to have input into their child's Individual Learning Plan. They are also invited to attend the annual reviews of EHC Plans. Pupils will be provided with the chance to discuss their own learning and progress during annual reviews. Parents/carers are able to contact the school office to arrange to see their child's class teacher before or after school. Parents/carers can also contact Miss Tidman (SENDCo) via the school office.

13. Who can I contact for further information?

The first point of contact should be your child's class teacher but you could also arrange to meet Miss Tidman, Deputy Headteacher and SENDCo.

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Transition from Victoria Park Infant School:

The majority of our pupils transfer from our infant school. Meetings are set up between the two SENDcos to ensure that information has been exchanged to enable a smooth transition. In addition to this, class teachers from Years 2 and 3 meet to discuss pupil's individual needs. Before starting at our school all parents/carers and children are invited to look around the school and talk to any relevant staff.

Transition from another school:

When a pupil transfers to Victoria Park Junior School from another school, all necessary paperwork is passed onto us and a conversation with the previous school's SENDCo will take place. Parents are also welcome to discuss their child's education history and special needs with the school's SENDCo upon them starting at Victoria Park Junior School.

When a pupil transfers to a new school, all necessary paperwork is passed onto the school and transitional visits are arranged.

Transition from Victoria Park Junior School:

Transition to high school and/or other educational establishments can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and have developed a comprehensive system to support transition including:

- An exchange of effective and meaningful documentation giving the receiving school. clear evidence of pupil attainment and achievement.
- Discussion with families from Year 5 at annual reviews or at a parents'/carers' meeting.
- An opportunity planned for families to visit the new school.
- Work with the children in the classroom about 'preparing for and embracing change' as part of our work within our attitude 'Courage' during our Values and Attitudes sessions
- A programme of planned visits by the pupil to their high school during the spring/summer term in year 6.
- The further use of specialist resources if needed, for example, social stories.

15. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: **0161 912 1053 Monday to Friday, 8.30am until 5pm**
Email: **fis@trafford.gov.uk**
Twitter: **@traffordfis**
Facebook: **www.facebook.com/traffordfis**