SEND Information Report

Victoria Park Infant School 2026-2027

My name is Lisa Spooner and I'm the SENDCo at Victoria Park Infant School. I am passionate about contributing to a truly inclusive environment in which all of our pupils can *learn, be respected and achieve*. I believe that an unconditional positive regard should be given to all learners. This is the central ethos that runs through our school from the top down and one that all staff strive for.

If you have any questions about the information in this report, whether your child is already a pupil at VPIS or you are thinking of it as a future placement for your child, whether your child is currently on the SEND register or has an identified need or not, I encourage you to contact me.

At VPIS we recognise the importance of working closely with our parents, especially those parents of children with SEND. As such, this report has been completed through a process of co-production

1. What kinds of special educational needs does the school provide for?

Victoria Park Infant School prides itself on inclusion at every opportunity and as such we work tirelessly to accommodate all Special Educational Needs in line with the Equality Act 2010. We have in place provision to accommodate all 4 areas of Special Educational Need outlined in the 2014 SEND code of practice:

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
We offer targeted intervention for pupils with cognition difficulties who require learning at a slower pace than their peers, even with appropriate differentiation.

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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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 pathway for these individuals and we undertake a whole school approach to promoting positive mental health. We work alongside outside agencies where necessary.

Sensory and/or Physical Needs

The school works alongside Trafford's SENAS and other relevant health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made for children with physical needs/disabilities. Sensory needs provided for include hearing impairment (HI). Additionally, we are very familiar with providing support for pupils diagnosed with other conditions such as hypermobility and those presenting sensory seeking or avoidant behaviours.



Children with medical conditions will have Individual Healthcare Plans which specify the type and level of support required to meet their medical 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?

Class teachers are responsible for the monitoring and tracking of their own classes' attainment and progress and every child is monitored closely as an individual. If a child is not making expected progress, or displays signs of a Specific Learning Difficulty, then teachers will provide evidence of this to Mrs Spooner, the school SENDCo, and together they will monitor and consult on the child's progress for an agreed duration, in line with the Trafford Graduated Approach (one term). If their progress after this period of observation is still causing concern then further consultation will take place with the school SENDCo and the child's parents/carers. It may be decided that the child will then be put on targeted support which involve interventions, separate from the quality first teaching strategies to support the child with specific difficulties. Following from little progress being made on target support, the parents/ carers agree the child will be added to the SEND register and receive support as detailed in an Individual Education Plan (IEP). It is not always necessary, but it may be appropriate to refer to outside agencies for additional assessment and recommendation for support if a child meets particular, defined thresholds. If this is deemed necessary, parental permission will always be sought.

We operate an open-door policy at our school. If as a parents/carer you have concerns about your child you should initially speak to the class teacher or alternatively, they can arrange to meet with the Special Educational Needs and Disability Coordinator (SENDCo) Mrs Spooner. Alongside the headteacher, Mrs Spooner has responsibility for providing support and provision for medical conditions.

Parents who are aware of an existing need who are considering Victoria Park Infant School for their child, should contact school to discuss their child's needs and view the school as part of the application process.

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

First and foremost, pupils are supported in class by Ordinarily Available Inclusive Provision. Teachers will oversee, plan for and work with each child with SEND in their class to ensure that appropriate progress across the curriculum as well as socially and emotionally. Teachers take into account the level that the child is working at as well as how they learn best to plan the content of lessons and learning activities to be undertaken. Children may be giving tools, resources or scaffolds to support them. This is referred to as additionality.

One of the best and most effective ways to support learners with additional needs, especially those with ASC and ADHD, is through reasonable adjustments such as visual prompts and calm, structured learning environments.

Should an individual pupil be targeted for SEND support (i.e. added to our SEND register) they will benefit from a tailored plan for which they may experience additional support in class, tailored adjustments for their specific needs and/ or targeted interventions from either the class teacher or a teaching assistant (TA). It is proven to be detrimental for any child to be paired with a TA for a considerable amount of time (and this is reflected in LA funding no longer being allocated for this purpose) therefore we are mindful that pupils are given the right level of support to be successful whilst also fostering independence.
Children with the highest level of needs may be considered for assessment by the LA. If successful, they will receive a statutory document called an Education Health Care Plan (EHCP) which is a statutory document setting out provision and funding for targeted support.

The SENDCo or parents can refer a child to the LA for assessment for EHCP (more information for which can be found on the Trafford Local Offer website). It is at the discretion of Mrs Spooner and the Senior Leadership Team, following the Trafford Graduated Approach, as to whether they will refer to the panel or not. Any complaints in this regard may be raised with the Board of Governors in line with the school Complaints Policy (available on the school website).

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

At Victoria Park Infant School, we aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children. We also aim to make sure our learning environment meets all our children's needs. As part of the school day and in each lesson, learning will be matched to the individual needs of the children. They will be provided with activities that are appropriate to their level. Sometimes children will be given additional support in the form of small group or 1:1 teaching sessions based on their needs. All the interventions we use should be effective in supporting the children to make increased progress. All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their level.
A variety of approaches are used for differentiation included adapting tasks within lessons, use of other adults to support learning, independence and social skills, targeted support sessions both within and outside of the classroom supported by teaching assistants.

Staff receive training on a needs basis in order to understand and support the individual needs of our pupils and, where necessary, we seek specialist support (for example- behavioural support or speech, language and communication needs).

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

If a child has an Individual Education Plan the class teacher and SENDCo will hold regular meetings to discuss progress and outcomes. Parents/Carers will be invited into school to discuss their child's plan termly, in line with our assessment calendar. As well as detailing specific SMART targets, desired outcomes and how the child will be supported in school to meet them, the plan will offer advice on how to address the targets at home as evidence shows that children make better progress this way. Progress will also be discussed at Parents' Evenings and parents/carers are encouraged to communicate regularly with the class teacher.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has more complex needs. We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and to discuss how your child is making progress.

If your child has complex SEND, they may have Education Health 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 and sent to the LA.

Children who are not making expected progress are identified through Pupil Progress Meetings with the class teachers and a member of the Senior Leadership Team. In this meeting, a discussion takes place around the reasons why an individual child might be experiencing difficulty or slow progress and what further support could be reasonably given to aid their progression. If your child has Social, Emotional and Mental Health needs that result in behavioural concerns then your child may have a Behaviour Target book to aid communication between the parents, pupil and teacher. This will be sent home on a daily or weekly basis and reviewed regularly to ensure that any targets set are appropriate

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

At Victoria Park Infant School, we pride ourselves on being an inclusive school who celebrate diversity.
All teachers are highly effective in delivering quality first teaching to all children, for this reason many children's individual needs are met within the class environment.
The type and amount of support received depends on a number of factors such as progress made towards targets, effectiveness of previous strategies and interventions, the individual needs and the advice given by all people who are involved in the care of the child. Parents will be involved at every stage of the process and they will be invited to share their opinions and ideas.
As discussed in section 3, tracking children's progress is fundamental to ensure the support is appropriate for the individual. The impact is monitored on a half termly basis by the SENDCo and class teacher. Following each intervention session teaching assistants will comment on the progress and barriers to learning for each child,

this allows timely and useful feedback to class teachers. Summative assessment data will be used to track progress from starting points, this information will be used to identify the groups of learners and future interventions.

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

As a school we will work with parents and Trafford SENAS to ensure that children are included in activities outside the classroom, including physical activities and school trips. Arrangements will be made to accommodate children's physical and medical needs where possible. Risk assessments are carried out in accordance with our health and safety policy.
We will liaise with the child's parents and any relevant professionals to ensure all children are able to access the wider curriculum.

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

The social and emotional wellbeing of our children is a priority and we work hard to develop and maintain a strong community ethos. All children are supported with their social and emotional development through the curriculum and at playtimes. PSHE activities and assemblies take place each week to ensure school is developing children's personal, social and moral education as well as their academic education. The school works with parents and children to encourage high levels of attendance. The school also has a very supportive and strong ethos and a very positive approach to behaviour management is adopted. A weekly Celebration Assembly enables children to be rewarded for outstanding behaviour, work or effort.
Parents need to contact the class teacher or office if medication is recommended, by Health Professionals, to be taken during the school day. As a staff we have regular training and updates of conditions affecting individual children. We work closely with health care professionals and Trafford's SEND Advisor for Medical/Physical. The headteacher and Mrs Spooner have responsibility for children with medical needs and will meet with parents, alongside the class teacher and any relevant health professionals, to write a Health Care Plan. This outlines the child's needs and what to do in an emergency situation.
The school learning mentor monitors attendance across the school and raises any concerns with the head teacher. There is a termly meeting regarding any concerns around lateness and poor attendance.

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

As a school we are able to access and work closely with any external agencies that we feel are relevant to an individual's needs as necessary.

These include:

- Support and advice from Trafford's SEN Advisory Team
- Speech and Language Therapy
- Occupational Therapy

- Physiotherapy
- Educational Psychology
- Trafford's Sensory Impairment Support Service
- Social Services
- Paediatrician
- School Nurse
- Specialist Nurses
- Parent Partnership
- Mental Health Service for Children and Young People (CAMHS)
- MARAT (Multi Agency Referral and Assessment Team)
- Educational Welfare Officer

Any discussions with the above professionals include parents and the child as appropriate. Together we review the child's progress, agree what everyone will do to make learning more effective and set appropriate targets.

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

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. All staff are first aid trained. Training may include the following - induction training for new staff, in house CPD sessions on new initiatives or interventions, and courses related to a child's specific needs, medical training (e.g. Epi-Pen, asthma, diabetes). Staff have received basic training form Trafford's Sensory Impairment Support Service to support a few children in school who are hearing impaired. The SENDCo attends relevant SEND courses, termly SENDCo forums delivered by SENAS to keep practise in the school current, family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

11. How accessible is the school environment?

Our school meets the duties outlined in the Equality Act 2010 towards individual disabled children and young people. We endeavour to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put as a substantial disadvantage. The school has an Accessibility Plan which forms part of our overarching Equality Scheme. The plan identifies ways in which we aim to ensure accessibility for all pupils and staff.
The school has disabled access throughout the building and is fully wheelchair accessible. There are two fully equipped accessible toilets within the building. Classrooms and learning environments are organised and adapted to the needs of pupils and equality impact assessments are conducted on school policies to ensure that disabled pupils are not treated less favourably from other pupils.

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

We pride ourselves on building strong parent partnerships. We operate an open-door policy and all staff are available to parents before and after school.
Home-school communication is regarded highly at our school and we understand the importance of working in partnership with parents to achieve the best outcomes for our children.
We communicate with our parents in a number of ways: via whole school/class emails, the school's newsletter and via our school website. We hold two parent's evenings within a school year, in which you can discuss your child's progress and needs with your child's teacher, and you will receive a formal written report on your child at the end of each school year. We hold an additional termly meetings with parents for children on our SEND register.
There are parent consultations held throughout the year as well as a range of workshops to support pupils learning at home and explain how they are educated in school.
Where necessary, daily feedback is provided through a home- school book, usually to provide immediate feedback on pupil's behaviour and how this is being supported.

Where pupils have SEND staff meet with parents at least three times a year and where a child has a EHCP there is an annual review of need held with parents to which all professionals involved with the child are invited.
Pupil Voice – We value and celebrate each child being able to express their views on all aspects of school life.

13. Who can I contact for further information?

As a parent your first point of contact will be your child's class teacher who may share information with the school SENDCo. Parents are welcome to discuss their concerns at any time in accordance with our open-door policy, however, if you feel that the matter needs some consideration you may wish to make an appointment outlining your concerns so that the matter can be addressed without delay.
Any parent considering a place at Victoria Park Infant School is encouraged to look around the school and parents with pupils who have SEND should contact school to discuss your child's needs prior to applying.
Trafford Council also provide other services that may be of use to you, for instance the Parent Partnership Service.
The full local offer of services available in Trafford can be found at www.trafford.gov.uk/localoffer or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

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?

The transition process at whatever stage of a child's education can be a daunting prospect for both pupils and parents, either when moving classes or to an entirely new school. Preparation will be made according to Victoria Park Infant School upon entry to the school. Transition meetings are arranged between Year groups, Key Stages and the junior school. These will be attended by parents, teachers, and any other appropriate professionals where necessary. This is to ensure a smooth transition for both children and parents.

Relevant and beneficial information will be shared and any concerns will be discussed.
For a child with an EHC Plan who is transferring to a new school or to the junior school, in collaboration with the child's parents and the child themselves, the SENDCo and class teacher at the junior school will strive to ensure a smooth transition. This transition is tailored around the individual and their needs.
It can range from information booklets for the child, to planning extra visits as part of the transition.
It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term.
Pupils, with their parents, are offered the opportunity to come and view the school before they start in our Nursery or Reception class. Our EYFS lead, the Nursery teacher, will liaise with previous early years settings and the SENDCo.
There are transition arrangements in place for each year group and parents are invited to meetings at the start of each new year.
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15. What other support is available?

The following numbers may be useful for some advice outside of school:

Trafford SEND Information Advice and Support Service (SENDIASS) : 0161 912 3150 or by email: sendiass@trafford.gov.uk or via the website https://sendiass.trafford.gov.uk/Home.aspx

The Link SEND Newsletter can be accessed via: The Link Newsletter

Trafford Parents Forum: by email: hello@traffordparentsforum.org or via the website traffordparentsforum.org

School Admissions: 0161 912 5007 or by email: school.admissions@trafford.gov.uk

School Nurse Services: 0161 912 3441

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/localoffer 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