



SEND Information Report

For: Special Educational Needs and Disability Provision

SENCO – Mrs Helen Facer

October 2024

Introduction

The SEND Information Report has been created to ensure that all parents and carers are able to find out about services, opportunities and access for children and young people with Special Educational Needs and Disabilities in their school. It is in line with the SEND Code of Practice (Jan 2015) and should be read alongside the school's SEND policy.

What are Special Educational Needs and Disabilities (SEND) classed as?

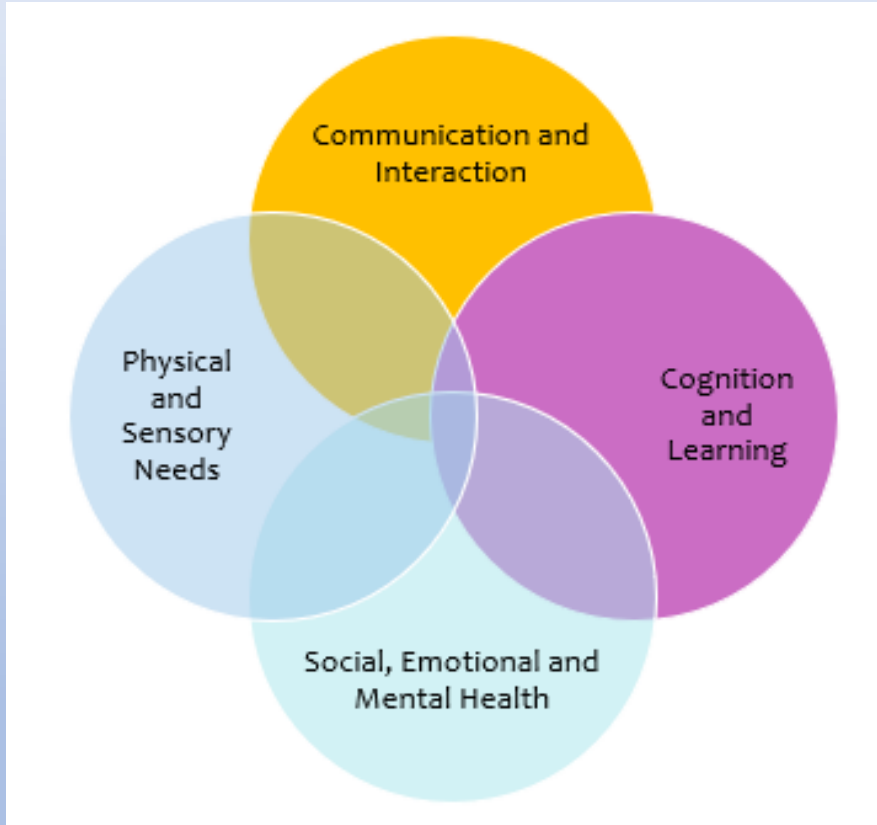
The Children and Families Act 2014 defines when a child or young person has special educational needs (SEN). This is when they have either a learning difficulty or a disability and they need special educational provision to be made for them.

Our school has a Special Educational Needs Co-Ordinator (SENCO) who is responsible for the leadership and management of provision and or support for identified children with SEND. At The Victory Primary School this is Mrs Helen Facer. Should you wish to contact Mrs Facer please either call the school office on 023 9200 1160 or email:

admin1@thevictory.portsmouth.sch.uk



What are the types of Special Educational Needs that my child might have?



There are 4 broad areas of special educational need set out within the SEND Code of Practice (Jan 2015)

Lots of children will have needs that go across more than one of these areas; usually the child's 'primary need' is identified where possible, but it is important that we identify and meet the full range of needs across all four broad areas, possible with support from professionals external to school if required.

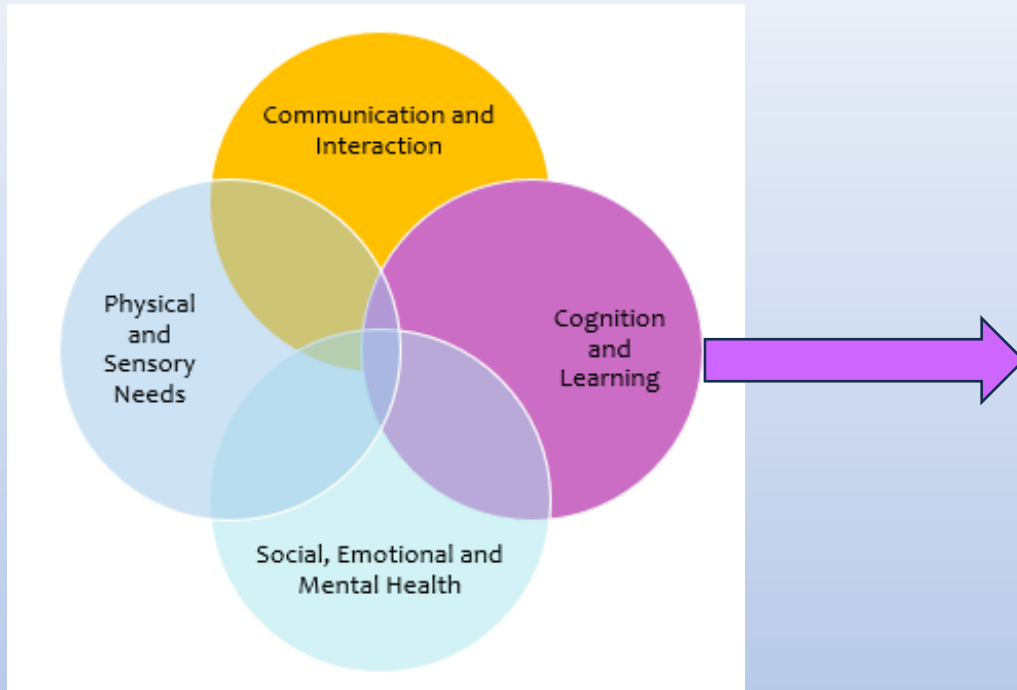
Cognition and Learning

This area includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

PMLD is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. Someone with PMLD may have difficulties seeing, hearing, speaking and moving. They may have complex health and social care needs due to these or other conditions.

SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia (or 'developmental coordination disorder' - difficulties with motor planning).

People with one or more SpLDs may have a 'spiky profile' of attainment, with areas of strength and areas of need.



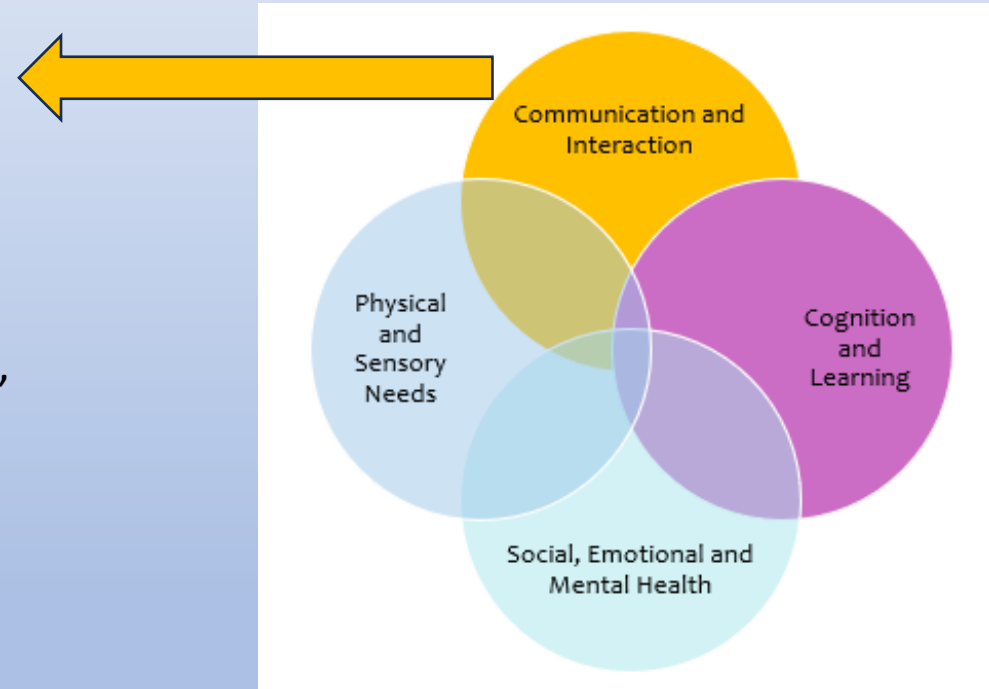
Communication and Interaction

This area includes speech, language and communication needs (SLCN), such as Developmental Language Disorder (DLD).

A learner with SLCN may have difficulties with speech production, with understanding language, with using language to express themselves or with a combination of all three. It also includes difficulties with the social use of language.

Children with a diagnosis of Autistic Spectrum Condition, including Asperger's Syndrome, will have needs in this area.

Children who find communication and interaction challenging may or may not also have difficulties with cognitive functioning.

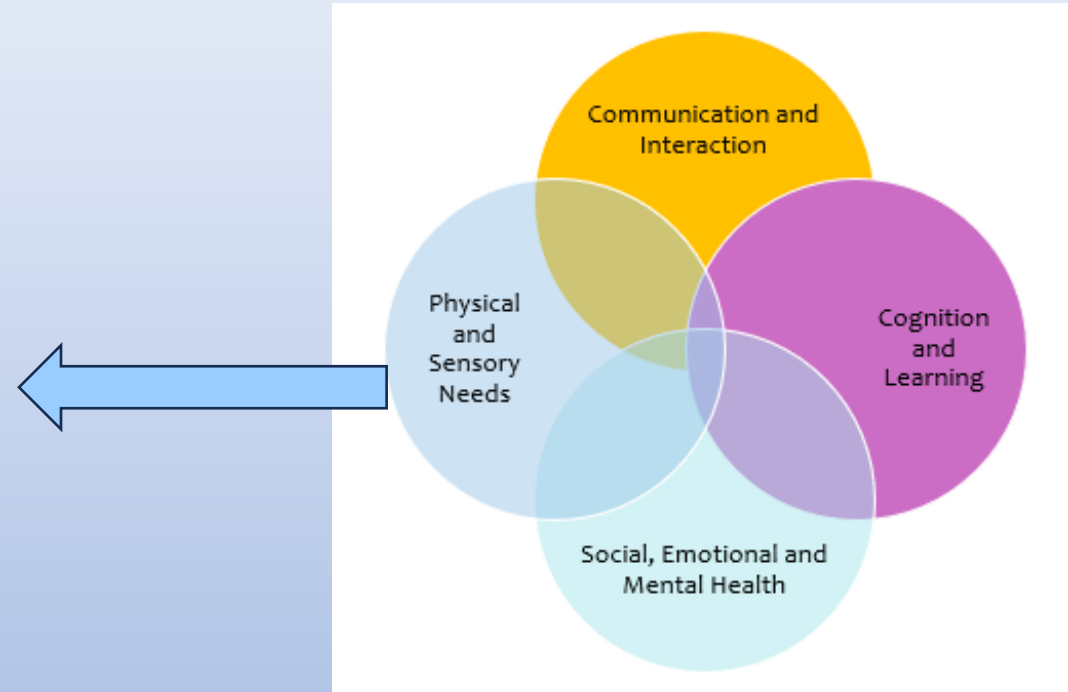


Physical and Sensory Needs

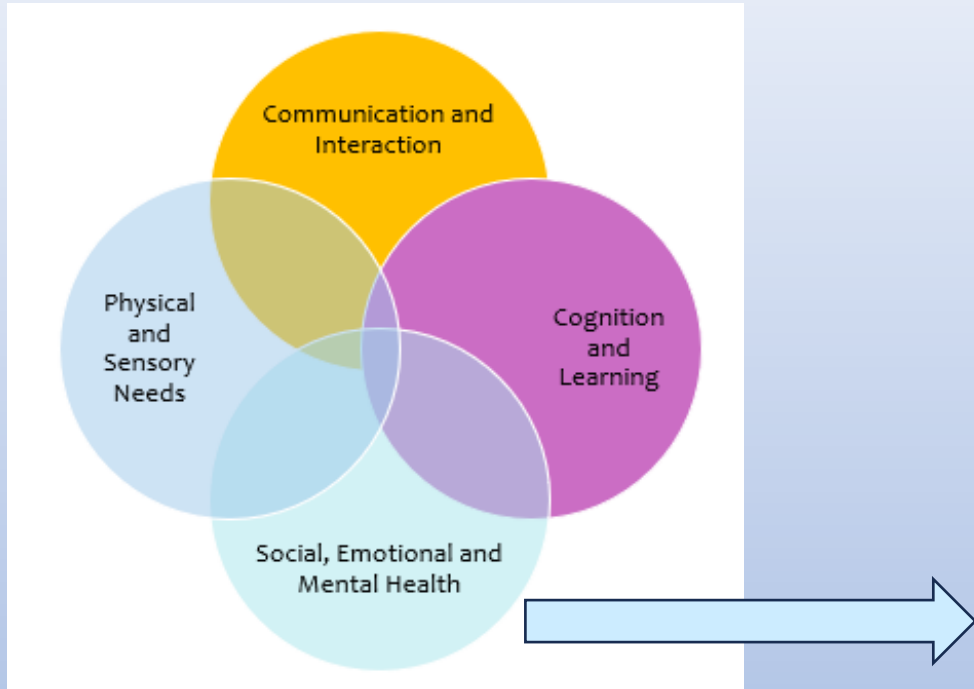
This area includes sensory impairments, such as visual impairment (VI), hearing impairment (HI) and multi-sensory impairment, as well as physical conditions such as cerebral palsy.

These children will usually access support from a specific local team, which may be a combination of education and health services.

These children do not necessarily have difficulties with their cognitive functioning, which may be average or above average.



Social, Emotional and Mental Health



Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression) or emotional issues (such as attachment needs).

Some children have conditions such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder), which may affect their behaviours in school.

It is crucial to look for the underlying causes of any behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour.

For some children with SEMH needs, the nature of these difficulties will affect their successful access to the curriculum, either temporarily or in the long term.

What does SEND Provision look like at The Victory Primary School?



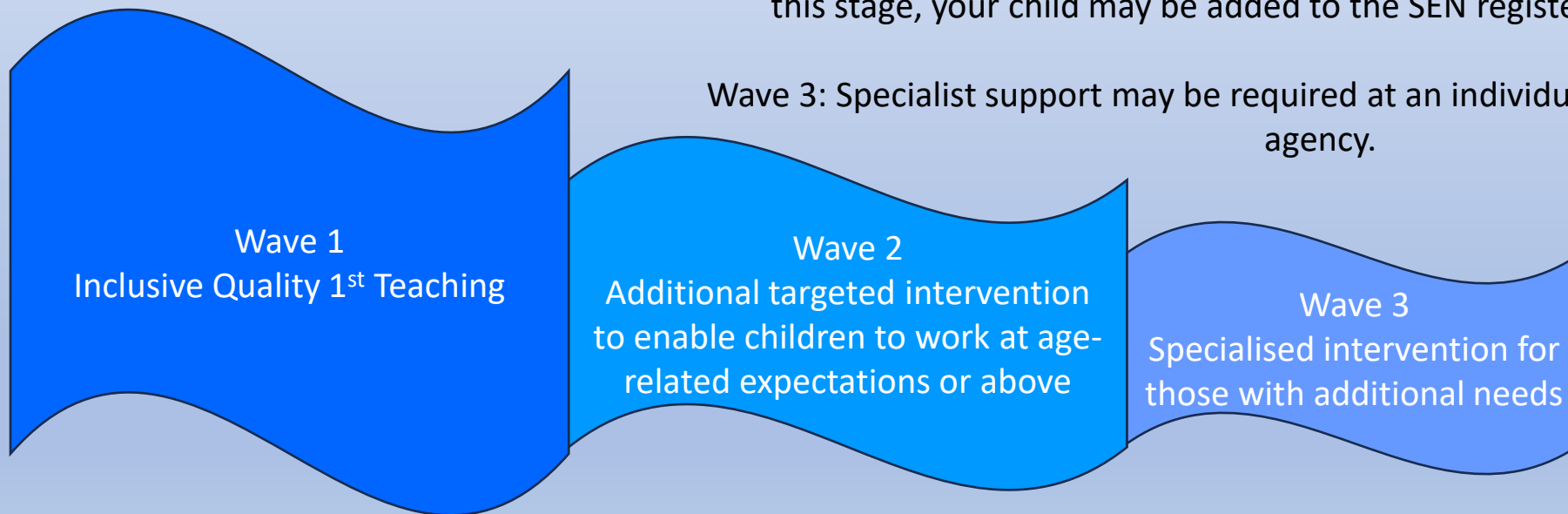
We use a graduated approach for each child dependent on their level of need. This is often called The Waves Approach.

The Three Waves

Wave 1: Universal provision for all children through high quality teaching and learning in class with adaptations and scaffolds to meet needs.

Wave 2: Targeted support for your child through a short intervention programme. At this stage, your child may be added to the SEN register or monitoring list.

Wave 3: Specialist support may be required at an individual level from an external agency.



At all stages, the school will monitor the progress of children to assess whether the next wave of support is required.

The Waves of Provision broken into the 4 Broad Areas of Need

This is a list of the example of provisions that may be used at each wave.

Cognition and Learning

Wave 1	Wave 2	Wave 3
<p>Adapted curriculum planning Pitched questioning Modelling of skills High expectations Scaffolds 1:1 and group reading Guided writing Visual dictionaries Word mats ICT to support learning Writing frames Numicon Learning displays Challenge tasks Support from Teaching Assistant Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) Specific Learning Disorders e.g. Dyslexia (SpLD) Next steps in marking</p>	<p>SPaG group(Spelling,Punctuation and Grammar) Paired Reading RWInc Phonics Programme Phonics Intervention Additional handwriting groups Talking Tins Task boards to break down tasks into manageable chunks Pre-teaching of vocabulary Coloured overlays Hands on learning Memory skills groups</p> <p>Dependent on assessed need other small group interventions may be provided.</p> <p>Observation by SENCO and other Outreach could be accessed at this stage.</p> <p>Dependent on progress and assessment, a child could be put on the SEN register or monitoring list at this stage.</p>	<p>Precision Teaching Intense (1:1) support in core and foundation subjects Referral to Support from Educational Psychology (EP) Personalised curriculum where appropriate Hand gym 1:1 Toe by Toe Programme Individualised checklists to aid organisational skills.</p> <p>Dependent on progress and assessment, a child may be put forward for an Educational Health and Care Needs Assessment at this stage. (EHCNAR)</p>

The Waves of Provision broken into the 4 Broad Areas of Need

This is a list of the example of provisions that may be used at each wave.

Communication and Interaction

Wave 1	Wave 2	Wave 3
<p>Adapted curriculum planning</p> <p>Clear objectives shared with children and returned to at the end of a lesson</p> <p>'Hooks' to gain children's interest ahead of new topics</p> <p>Modelled speech/language and Interaction</p> <p>Targeted questioning</p> <p>Talking partners</p> <p>Class visual aids and prompts</p> <p>Visual timetables</p> <p>Key words/word banks</p> <p>Drama activities</p> <p>Sequencing activities</p> <p>Additional processing time</p> <p>Use of 'Calm' zone</p> <p>Simplified Language</p> <p>A range of questions used so children develop and give better answers</p> <p>Opportunities for individual, pair, group or whole class working</p> <p>Regular communication through informal and formal meetings e.g. parents' evening</p>	<p>Pre-teaching of vocabulary</p> <p>Nurture group (social skills & self-esteem)</p> <p>Learning Mentor group work</p> <p>Communication book activities</p> <p>Social stories</p> <p>Now and next boards</p> <p>PECS communication systems</p> <p>Speech and Language group</p> <p>Individual workstations for identified children</p> <p>Use of School's Therapy resource pack</p> <p>Dependent on assessed need other small group interventions may be provided.</p> <p>Observation by SENCO and other Outreach could be accessed at this stage.</p> <p>Dependent on progress and assessment, a child could be put on the SEN register or monitoring list at this stage.</p>	<p>Individual visual timetables</p> <p>Individual visual communication system such as PECS</p> <p>Referral to Speech and Language therapist</p> <p>Targeted 1:1 work from Speech and Language Therapy</p> <p>Referral to Educational Psychologist</p> <p>Individual communication books</p> <p>ASD Outreach support</p> <p>Individualised Social story</p> <p>Individualised Transition work for those with ASD or Social Communication needs when changing years or setting</p> <p>1:1 support from a TA at points throughout the day</p> <p>Dependent on progress and assessment, a child may be put forward for an Educational Health and Care Needs Assessment at this stage. (EHCNAR)</p>

The Waves of Provision broken into the 4 Broad Areas of Need

This is a list of the example of provisions that may be used at each wave.

Physical and Sensory

Wave 1	Wave 2	Wave 3
<p>Adapted curriculum planning</p> <p>Adaptions to the classroom (when appropriate)</p> <p>Additional movement breaks</p> <p>School building is accessible for all</p> <p>Appropriate 1st Aid training for staff members</p> <p>Staying safe rules e.g. Walk on the left</p> <p>Classrooms have age appropriate furniture and environments</p> <p>Visual prompts, pictures and ICT used appropriately to aid learning</p> <p>High quality resources are readily available, organised to enable independence</p> <p>Seating plans or group tables are used</p> <p>Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</p> <p>Outdoor learning opportunities</p> <p>Sports coaching</p>	<p>Gross motor programmes such as BEAM</p> <p>Trim trail</p> <p>Fine motor programmes</p> <p>Sensory circuits</p> <p>Access to sensory aids such as ear defenders and weighted blankets</p> <p>Use of School's Therapy resource pack</p> <p>Dependent on assessed need other small group interventions may be provided.</p> <p>Observation by SENCO and other Outreach could be accessed at this stage.</p> <p>Dependent on progress and assessment, a child could be put on the SEN register or monitoring list at this stage.</p>	<p>Individual Social stories</p> <p>Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team</p> <p>Access/ Liaison with Specialist teachers Advisors for Hearing and Visual Impairment</p> <p>Individual support with self-care where appropriate</p> <p>Use of specialist equipment such as adapted cutlery</p> <p>Pencil grips</p> <p>Fidget kits</p> <p>Sloping boards for desks</p> <p>Balance boards/ wobble boards</p> <p>Specialist chairs</p> <p>Access to ICT programmes to support learning</p> <p>1:1 support programmes according to individual need such as a 1:1 sensory circuit time</p> <p>Risk Assessments for children with medical needs or disabilities</p> <p>Dependent on progress and assessment, a child may be put forward for an Educational Health and Care Needs Assessment at this stage. (EHCNAR)</p>

The Waves of Provision broken into the 4 Broad Areas of Need

This is a list of the example of provisions that may be used at each wave.

Social, Emotional and Mental Health

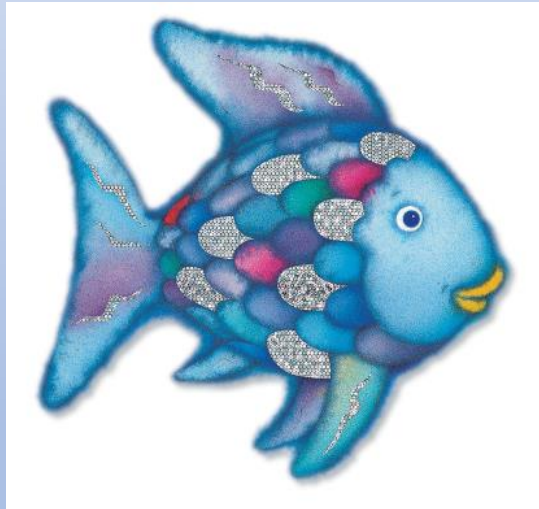
Wave 1	Wave 2	Wave 3
<p>Zones of Regulation Adapted curriculum planning Whole school behaviour policy School & class rules PSHE planned lessons Whole school assemblies Class visual timetable Access to 'Calm' zone Emotion/social resources Praise and high expectations STAR learner certificates</p>	<p>Nurture group (social skills & self-esteem) Additional support at playtime (break time and lunchtime clubs – Access to The PIER) Transition support Involvement from the Learning Mentor Zones of Regulation focus group work Behaviour logs and charts Timers & stress relievers</p> <p>Dependent on assessed need other small group interventions may be provided.</p> <p>Observation by SENCO and other Outreach could be accessed at this stage.</p> <p>Dependent on progress and assessment, a child could be put on the SEN register or monitoring list at this stage.</p>	<p>1:1 Emotional Literacy Programme (ELSA) Counselling Individualised behaviour Support plan Individual social stories to teach specific social skills Targeted work from –Behaviour Support, CAMHS, Educational Psychology Referral to Mental Health Support team (MSHT) Referral to Multi-agency Behaviour Support Team (MABS) Completion of Early Help Assessment (EHA)</p> <p>Dependent on progress and assessment, a child may be put forward for an Educational Health and Care Needs Assessment at this stage. (EHCNAR)</p>

Additional Provision within our school



Inclusion Centre for Children with Communication and Interaction Difficulties.

We have 23 places in our Communication and Interaction Inclusion Centre (Rainbow Fish classes) across the primary age. Spaces are allocated by Portsmouth City Council SEND Team and all children have an Education Health Care Plan (EHCP) with the prime area of need being Communication and Interaction.



The staff work closely with speech and language therapists and outside agencies to ensure their needs are being met and relevant support is in place.

Within the Communication and Interaction Centre the curriculum is tailored to meet the individual needs of the children. The children access the mainstream at suitable times as is appropriate to their needs.



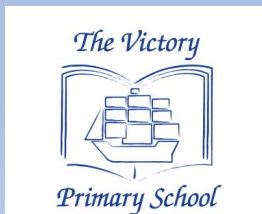


Looked After Children with SEND

Mrs Facer is also our Designated Teacher for Looked After Children (LAC) who works to ensure all teachers in school understand the implications for those children who are looked after and have SEN. Looked After Children (LAC) with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. The process will follow the school Identification and Provision Pathway.

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The PEP (Personal Education Plan) is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

We work closely with the Virtual School who are there to ensure effective systems are in place for LAC. Some children may not be diagnosed when they are first looked after and we work with carers to address any concerns.



Outside Agency Involvement at The Victory Primary School



Child and Adolescent Mental Health (CAMHS)

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.



School Nurse

Their role is to support the health and well being of school age children by promoting good health to enable children to reach their full potential. They deliver some of the childhood vaccinations including Nasal Flu vaccine to infant and junior school children and they work across all schools in Portsmouth often meeting families in schools, family hubs or where necessary, at the child's home.



Solent Psychology (Educational Psychology Service)

We use an Independent Educational Psychology Service. Pupils can be referred by the school SENCO with agreement from parents/carers. Solent Psychology work with school staff and by assessing and observing individual pupils in order to recommend the best way forward to support the child needs.



Mental Health Support Team (MHST)

MHST helps families through early intervention. They aim to provide interventions that will support those with mild to moderate needs while assisting the promotion of good mental health and wellbeing.



Multi-Agency Behaviour Support Service (MABS)

MABS works with schools through their Outreach service to support children and young people to develop their social and emotional skills and behaviour for learning to achieve success now and in the future.



Children's Therapy Service Team

The Children's Therapy Service team works closely together to support children and young people who need specialist help from one or more of the therapy services. These include Physiotherapy, Occupational Therapy and Speech and Language Therapy.

Outside Agency Involvement at The Victory Primary School



Vision and Hearing Impairment Services

The Vision and Hearing Team is part of the Portsmouth Inclusion service. It is comprised of Specialist Teacher Advisers, Communicators, and a trained Qualified Habilitation Specialist (VI) and a Higher Level Teaching Assistant (VI). They work with Children and Young People with Hearing Impairment, Visual Impairment or Multi-Sensory Impairment from 0 – 25 years of age, at home, in pre-school settings, schools and colleges.



Portsmouth Parent Voice (PPV)

Portsmouth Parent Voice (PPV) is for YOU; the parent carer of a child or young person (aged 0-25 years old) with an additional or special need and / or disability; to voice your opinion on what support or help you would like for your child or young person. PPV will enable you to find the right support or service you need.

Portsmouth SEND Local Offer

Portsmouth Local Offer

The Portsmouth SEND Local Offer details the information, support and services available in our local area for children and young people aged 0-25 with special educational needs and or a disability (SEND).

See link – <https://portsmouthlocaloffer.org>



Portsmouth SEND Information, Advice and Support Service (SENDIASS)

SENDIASS is a service available to parent/carers of children/young people with SEND. The support and advice provided is impartial, confidential and free. The service is statutory and is available to all Portsmouth parents, carers and young people. Their aim is to build partnerships between parents, carers, young people and the professional they are involved with. Their aim is to empower those parents/carers of children and young people with SEND so they can take an active and informed role in their child's education and development.

See link – <https://portsmouthsendiass.info>



Portsmouth Neurodiversity Team

The ND team work to improve the early identification of neurodiversity and provide support to both school and families. This can be through the ND Profiling Tool which a trained member of school can complete with a family.

Commonly Asked Questions

How does The Victory Primary School know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:

- Liaison with previous schools.
- Child performing below age expected levels.
- Concerns raised by Parent.
- Through Pupil Progress Meetings or SEN review meetings between Teachers, SENCO and Headteacher.
- Concerns raised by teacher using the school referral system
- Liaison with external agencies e.g. physical
- Health diagnosis through Paediatrician / Doctor.

As a school we measure children's progress in learning against National Expectations and age related expectations.

The Class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

As a school, we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods including National Curriculum levels and the Foundation Stage Profiles. Children who are not making expected progress are picked up through our termly Review meetings with class teacher, SENCO and or Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

If a child has been identified as having additional needs, the school will assess, set targets addressing barriers to learning, work on addressing the barriers and then reassess to look at the progress. This reassessment will then inform the next stage of the plan, do and review cycle. Parents and children will be involved in this process, through self evaluation and meetings with teachers.



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

Talk to us – your first point of contact is always your child’s class teacher. If you require more information contact our SENCO. We believe good communication links with parents are vital and aim to be open and honest with parents at all times.

How will The Victory Primary School staff support my child?

Our SENCO will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

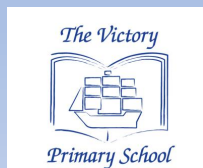
How will the curriculum be matched to my child’s needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. A lesson will have a clear Learning Outcome and work set for all the class; however adaptations will be put in place for individuals depending on their need within a particular area of learning. The benefit of this type of adaptation is that all children can access a lesson and learn at their own level.

How do we know if the support strategies used have had an impact?

In school we use SEN Support Plans to set targets and review progress. We can use these targets to monitor pupils progress academically against national/age expected levels and update or adjust the SEN Support Plan. This may involve updating into smaller steps or using a different approach to ensure progress is made. Intervention progress is recorded at the end of each programme to ensure there has been progress.

Children may move off the SEN register when they have ‘caught up’ or made sufficient progress.



How will I know how my child is doing and how will you help me to support my child's learning?

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 complex needs.

We will do this through:

- Discussions with class teacher
- Parents evening - The class teacher will meet parents at least twice a year to discuss your child's needs, support and progress. For further information the SENCO is available to discuss support in more detail.
- Open door policy – you are welcome any time to book an appointment to meet with the class teacher, SENCO, Head or Deputy Headteacher to discuss how your child is getting. We can offer advice and practical ways that you can help your child at home.
- Your child may have an SEN Support Plan in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic and Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. Children who have SEN Support Plan discuss and set their targets with their class teacher. If your child has an EHC plan or an Annual Review of their EHC plan their views will be obtained before any meetings.

What support will there be for my child's overall wellbeing?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at The Victory Primary School we commit to our own 'high 5 values' (Respect, Determination, Kindness, Teamwork, Excellence) and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and / or the Behaviour Support Team.

The school has a team of learning mentors who work under the direction of the Lead Learning Mentor, supporting vulnerable children during the school day.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the School Manager to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'.

In some cases a 'care plan' may be put in place according to the directions of the school nurse.

School will generally not take responsibility for other medicines such as cough medicines, however we may be able to administer prescribed medicines following discussions with parents.



What specialist services and expertise are available at or accessed by The Victory Primary School?

Our SENCO is fully qualified and accredited. Learning Mentors have a variety of training including ELSA , emotional first aid and Loss and bereavement. In school we also have staffed trained in Makaton, Team Teach, Paaths, THOMAS, PACE and Nurture.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

MABs (Multi Agency Behaviour Support)

- Health, including School Nurse team, General Practitioners, CAMHs (Child and Adolescent Mental Health), Paediatricians, Occupational Therapy, Physiotherapy, Speech and Language therapy.
- Learning, including Educational Psychologist and Specialist Teacher Advisors.
- We also work very closely with social care and MASH (Multi Agency Safeguarding Hub)

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

Our safeguarding team work to keep children safe and support the needs of families. Early Help assessments can be completed to request extra help and advice from Early Help Hubs or Social care services. Outside agencies such as SDAS or debt relief counselling can be accessed through the Safeguarding Team.

What training have staff had or going to have?

As a staff we have regular training and updates about SEN issues. Most of our TAs have had training in delivering the range of interventions we use as a school, and we hold regular training meetings / opportunities throughout the year. We have a team of trained learning mentors with some members of the team with specialist training in loss and bereavement, attachment disorders and nurture provision.

What are the Governors responsibilities?

A Governor is responsible for SEND and Inclusion and meets with the SENCO to receive updates on changes, needs in school, current concerns and budget. The Governors are there to evaluate and monitor the provision for SEN within the school with the overall aim that all children receive the support they need to make progress.

How will my child be included in activities outside the classroom including 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.

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 in school.

How accessible is the school?

The Victory Primary School is situated on one floor and can be accessed by wheelchair. We also have a disabled toilet and shower. Any other resources needed for access may be assessed by OT (Occupational Therapy) and Physiotherapy in order for us to ensure ease of access and safety for all.

See schools accessibility policy which is reviewed annually.

The school is able to liaise with EMAS (Ethnic Minority Achievement Service) who can at times assist us in supporting our families with English as an additional language.



How will The Victory Primary School prepare and support my child to join school and then transfer to secondary school?

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

We may need to write a social stories to ease the transition for pupils with high anxiety and communication difficulties. School or parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for our more vulnerable pupils.

How are resources allocated and matched to children's special educational needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available. We will often allocate teaching assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

How is the decision made about what type and how much support my child will receive?

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. If a class teacher feels a child needs more support than at Wave 1 they will follow the school SEN Identification and Provision Pathway.

What support is there for improving behaviour, attendance and avoiding exclusions?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. Behaviour incidents are dealt with according to the behaviour policy. If a child has behavioural difficulties an IBP (Individual Behaviour Plan) is written which visually represents the triggers, how the child may react and the strategies to use to de-escalate. In some cases the school will engage support and outreach services such as MABS in order to best meet the needs of the children.

At The Victory Primary School we take any allegation of bullying seriously. Allegations are investigated and all parties involved are informed of the outcome. The staff take a proactive approach to anti bullying, with work in class embedded into the curriculum.

Attendance of every child is monitored on a daily basis . Lateness and absence are recorded. Good attendance is actively encouraged throughout the school and rewarded on a termly basis as is improving attendance. Parents are contacted regarding attendance and or lateness if necessary. Families who struggle with attendance and lateness will be asked to meet with the Head Teacher a plan a way to improve attendance and lateness.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCO (Mrs Helen Facer) or Headteacher. This can be done through calling the school office on 023 9200 1160 or alternatively emailing:

admin1@thevictory.portsmouth.sch.uk

Who should I contact if I am considering whether my child should join The Victory Primary School?

In this instance you can contact the school office to arrange a meeting with either the Headteacher or our SENCO to discuss how the school could meet your child's needs. Following this you would contact the Admissions Team at Portsmouth City Council.



What should you do if you feel that this 'SEND Information Report' is not being delivered or is not meeting your child's needs?

First point of contact would be your child's class teacher to share your concerns.

You could also arrange a meeting with the Mrs Facer, our SENCO or Mr Hartley our Headteacher.

You may also wish to:

- Look at the SEN policy on our website.
- Contact Parent partnership, the SEN team at Portsmouth City Council or the Portsmouth SEND Information and Advice Support Service (SENDIASS) <https://portsmouthsendiass.info>
- Look at the Portsmouth Local Offer: <http://www.portsmouthlocaloffer.org>

How is the SEND Information Report reviewed?

This SEND Information Report will be reviewed annually to reflect the changing needs of the children in our school. We welcome and appreciate the views of parents and encourage new ideas if there is anything parents feel should be included.

