



## **SEN Information report 2016**

Staff at Vicarage Park have collaborated to build an assessment system that is tailored to each child's needs. As soon as staff become aware that a child may require more support than their peers discussions begin how best to support them through quality teaching in the classroom. This is supported through staff discussion and consultation reviews with the Head teacher and SENCo (Special Educational Needs Coordinator). Should a child's next steps require targets outside of their year group then the PIVATS assessment system is used. This provides appropriate and meaningful steps in their academic development.

Staff have been further trained in the use of this system to support children and continue to professionally develop in light of recent adaptations. Children are given a Vicarage Individual Plan to involve them, school and their families in meeting their individual needs. These are written in plain language so that everyone can access them. These are designed for the child so they too can contribute to their learning.

Children may join Vicarage Park who have lifelong needs already identified. In these cases we find that beginning our relationship with families before a child starts school brings the most reward. This can involve meeting and working in tandem with external professionals, liaising with nurseries or home visits. At Vicarage Park we value the knowledge and experience that parents bring to this important transition to school. These consultations help us to shape the curriculum, and bring personal interests into a child's learning.

Working closely with families is vital to our success at Vicarage Park. The level of support is determined by the family. This can take the form of occasional meetings with the class teacher or key workers when necessary. It has also involved half termly meetings so that school and home are aware of what is going well and what we all need to keep working on. We understand that trust is something that needs to be built and have worked very hard to ensure that families feel listened to.

Vicarage Park have begun a SEN parents group so that we can come together to share our experiences and views. This has been very helpful in deepening our understanding of family needs and how to improve the support we offer. Many excellent suggestions have been made and shared e.g. picture menus to support children and parents. Transitions were also highlighted as an area where real impact can be made. Vicarage Park transitions are personalised and flexible e.g. should a child need extra time in a new environment or access at a time when they can familiarise themselves on their own this can be arranged.

Access and Inclusion at Vicarage Park is at the heart of what we do and this is best illustrated by our wonderful children. Many staff have been trained in Signalong to make different forms of communication commonplace. This can be seen as all children will join in class signing if they can and is also used in assemblies. Child voice is celebrated in this way. Staff support each other in their practice and are given time to develop skills with new technologies and other areas for development. Vicarage staff also work with teaching assistants from other settings to share our knowledge and experience. Vicarage Park is a resourced provision and is fully wheel chair accessible. We also use signage where appropriate and other visuals so that the school can be cognitively accessible also.

Vicarage Park recognise that being part of a community is important to the whole family and this reaches far outside of the classroom itself. Support is given so that children can access all areas of school life. Children have had wonderful experiences in after school clubs and adventurous trips which would not have been possible otherwise.