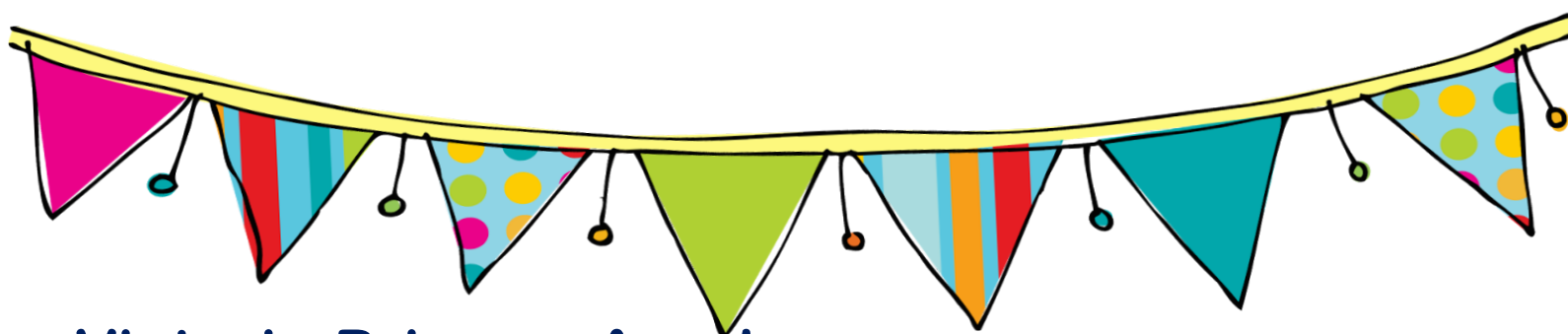




Victoria Primary Academy

SEND Information Report for Parents & Carers.

September 2026

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

At Victoria Primary Academy, we are committed to ensuring that children who benefit from additional support in order to thrive throughout their school life and beyond are fully supported in their daily endeavours. We are also fully committed to working with our families to help them access the right support for their child.

When your child starts school with us, you will have the opportunity to meet with staff and we encourage you to share with us any information you have about your child that will help us to settle them into the academy, including any information you have about your child's particular needs. If there are other agencies already involved with your child when they start school, please let us know so that we can work with them to provide the best support for your child.

Once your child has started school, your child's class teacher will be the first point of contact for you. You can arrange to speak with your child's class teacher as soon as you have any questions or concerns about your child's learning, progress and wellbeing in school.

Who can I contact if I feel my child needs extra support?

You are welcome to speak directly with Mr Cook the SENCO about your child – appointments can be made through the school office. You can also speak with the following teams who can support you and your family.

The SEND team:

SENCO, LAC Lead Teacher and DDSL: Mr Ben Cook

Strategic Inclusion Lead : Miss Terri Carter

Vice Principal & DDSL: Helen Kingdon

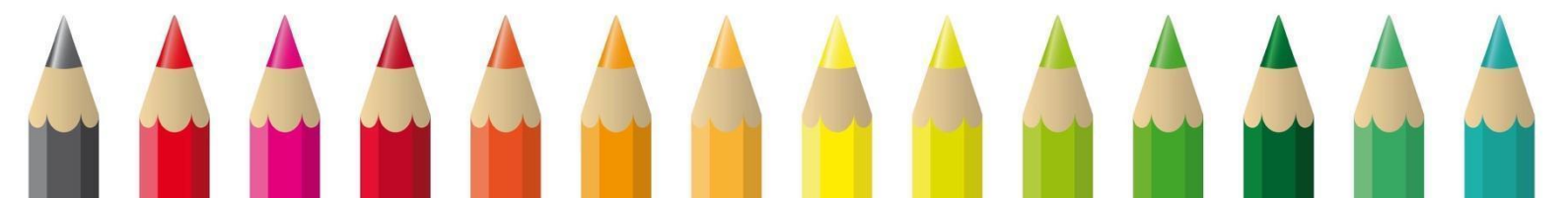
The Family Support team:

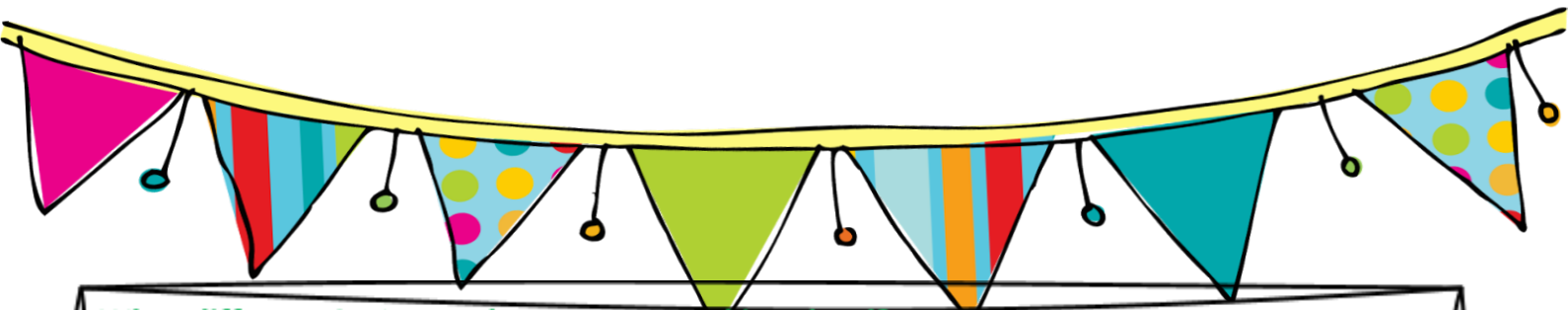
Strategic Safeguarding Lead: Miss Sherree Dooley

Learning Mentors: Mrs Helen Broughton and Mrs Kathy Thompson

Family and Community Worker: Mrs Vanessa Webber

Arrangements will be made for a meeting where the school will listen carefully to concerns and put appropriate actions in place. In the first instance, this may involve observation and assessment in school and additional support within the classroom. We also have access to a range of services within the local area which we can signpost or refer you to.





What different SEND needs are supported in school?

Firstly, we know that children are individuals. We recognise that all children are different and learn in different ways. We support this through adapting teaching and learning throughout the curriculum and tailoring support to individual needs. In line with the SEND Code of Practice, we recognise the four areas of SEND as Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory or Physical Needs. We can support children with their individual needs right across this spectrum and will work closely with you to tailor support for your child. If your child has medical needs, we will also work with you and any health professionals involved with your child to ensure that these needs are fully understood and supported.

For a small proportion of our children we do offer an Internal SEN Provision when children cannot access the mainstream classrooms on a full time basis.

How will school support my child?

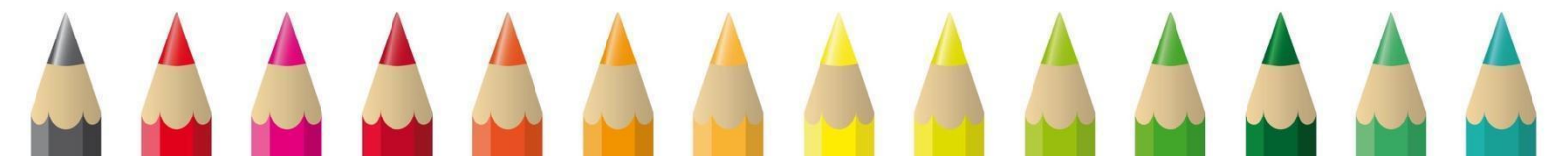
At Victoria Primary Academy, excellence is achieved through the delivery of an inclusive curriculum, taught in a modern, well-resourced, and stimulating environment by passionate, gifted and highly committed teachers and staff. We do not impose glass ceilings on children's learning, and we see every child, not for what they are but what they CAN be. All children are encouraged to reach their potential, regardless of their gender, religion, culture, ethnicity, and abilities. In order to achieve this, the school is committed to working in partnership with parents to put a provision in place around the child that best meets their needs.

Your child will benefit from Quality First Teaching across a broad and balanced curriculum and will have access to a wide range of experiences that may be new for your child. It is our belief that a child who is enjoying school life is one who is securing fantastic progress in their academic journey, and it is our aim to enable every child to achieve in line with their peers. What will my child learn in the classroom?

The academic progress and well-being of all children is monitored closely and, if your child's progress has slowed or we are worried about your child's wellbeing within the school environment, we will speak with you about the support we can put in place.

When an additional need has been identified, the class teacher (supported by phase leaders and the SENDCO) will prepare a support plan setting out clear targets and strategies to help your child. Either this provision will be provided by class teachers and support staff individually or as part of a group and will be reviewed three times a year by the class teacher and discussed with both you and your child, so that – together – we can acknowledge our successes and agree some targets for the next plan.

Where progress against the targets within the plan has not been made, the class teacher will meet with the SENDCO to discuss additional strategies and a possible referral to external agencies, such as Educational Psychology, Speech and Language Therapy, Occupational Therapy or the Leeds City Council Special Educational Needs Inclusion Team. We will work with you to identify the agencies that can offer us both the best source of advice and support for your child, and to make sense of the advice and support which they provide for us to be implemented at home and at school.





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Looked after pupils

Mr Cook: LAC Teacher

Where a looked after child is being assessed for SEN, we will take account of information set out in the LAC Plan. SEN professionals work closely with other relevant professionals involved in the child's life as a consequence of his/ her being looked after.

These will usually include medical professionals, social care and the virtual school to ensure provision is coordinated.

My child has social, emotional or mental health issues. What can you do to help?

Victoria Primary Academy ensure that all staff receive up to date training and that there are designated staff support children. All staff are trained in trauma informed and restorative practice. Senior Leaders and the SENCO support the Inclusion Lead, Learning Mentors and Family Worker to ensure that all children feel safe and supported and can access their learning in spite of any pastoral issues. We have recruited Fortis as a specialist therapist who works with children in the setting based on need.

Our Behaviour Policy and Anti Bullying Policy is available to view on the academy website and provide a clear framework for all staff to work within. Our approach is one of high expectation, underpinned with empathy, understanding and relationships with children and their families. We believe that all children are able to meet the academy expectations in their behaviour and learning with the right support from parents and school staff. We will also help you to identify the right external agencies who can provide support to you and your child. Together, we can ensure every child is able to 'be the best they can be'.

Things can be really tough sometimes, can school offer me any support so I can support my child?

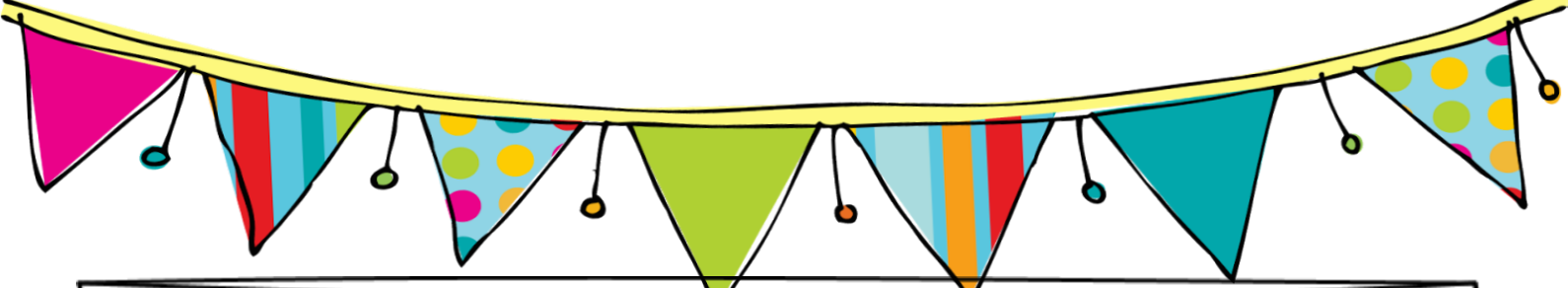
Yes, we certainly can. Our Family Team work closely with families who would like some additional help or advice. Miss Dooley, our Strategic Safeguarding Lead, can link you up with other organisations in the local area to make life a little bit easier. This might be referrals to support groups, advice or next steps in an area that is troubling you, or just for a chat. In each academy, we also have our Learning Mentors and Family Support, Mrs Broughton, Mrs Thompson and Mrs Webber, who work alongside Miss Dooley to support children and families through therapeutic work with children and families and parent workshops on a variety of topics.

What training do staff supporting my child receive?

At Victoria Primary Academy, we believe in the best-qualified practitioners working with the children who need the most support. Class teachers are responsible for the educational outcomes of every child and will be directly involved in the teaching and learning of all children with SEN, and they will work in close partnership within a team that includes teaching assistants, family support workers, Phase Leaders and the SENCO.

All staff are trained to use a variety of strategies to support children with different SEND so that they can support pupils with a wide range of needs. We have a strong focus on the professional development of all staff in leading high-quality teaching and learning opportunities for all pupils. Where a child's needs have been identified in consultation with external agencies, we will always ensure that specific training has been given to enable the teaching team to meet their needs confidently. Training may be provided by the SENDCO or external agencies, where appropriate.

The SENDCO has completed the National Award for SEN Coordination and regularly attends network meetings and further training to ensure that school is kept up-to date. He is also part of a Partnership of 5 schools who meet to review practice.



How accessible is the school?

Our school building provides excellent facilities for children with additional needs. The school is fully accessible to wheelchair users, with disabled toilets and lifts between floors. If your child requires specialist equipment in school, this can be purchased using the funding allocated to support SEND. For further information, please see the individual school's Accessibility Plans.

Please see our Accessibility Plan for more detailed information

What if my child still needs extra support?

Some children with complex needs require a higher level of support to access learning. If your child is still not making progress, despite SEN support within school and advice from external agencies, the SENDCO may discuss an application for an Education, Health and Care Plan (EHCP) with you. This is especially important where there are a number of health professionals working together to support your child, as it compiles all the information and provision needed to support your child to make progress within a mainstream or specialist school setting. Securing an EHCP is a time-consuming process as it requires lots of information and advice gathered over time. We will help you to identify the right time for this process to begin, if it is an appropriate next step for your child.

This is applied for through Leeds City Council and is a statutory document which brings together

How are school resources allocated and matched to my child's SEND needs?

First and foremost, funding is prioritised to ensure that there is accessibility to the curriculum for ALL pupils, including those with SEND. Some pupils may gain additional funding to support their educational outcomes. Where this is the case, we will discuss this with you. Please see our information leaflets regarding EHCPs

What external agencies does Victoria Primary Academy use to support children with additional needs?

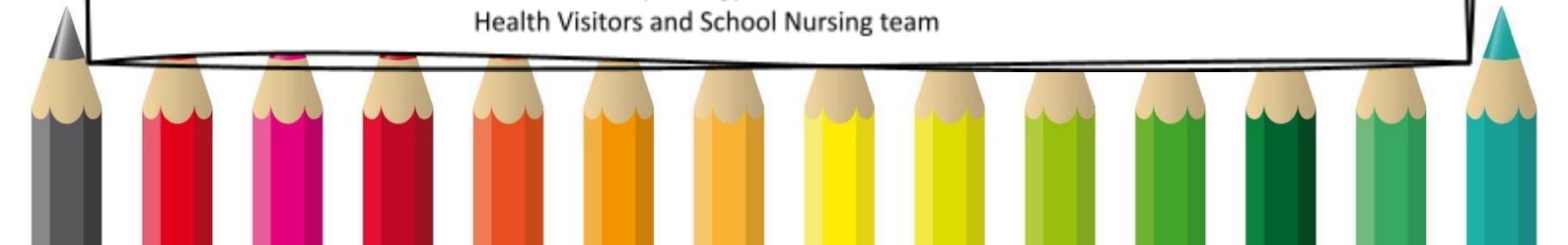
Our academy work closely with a range of external agencies to help support your child through specialist assessments, advice and training. We have commissioned additional SALT and wellbeing therapists as part of our regular team.

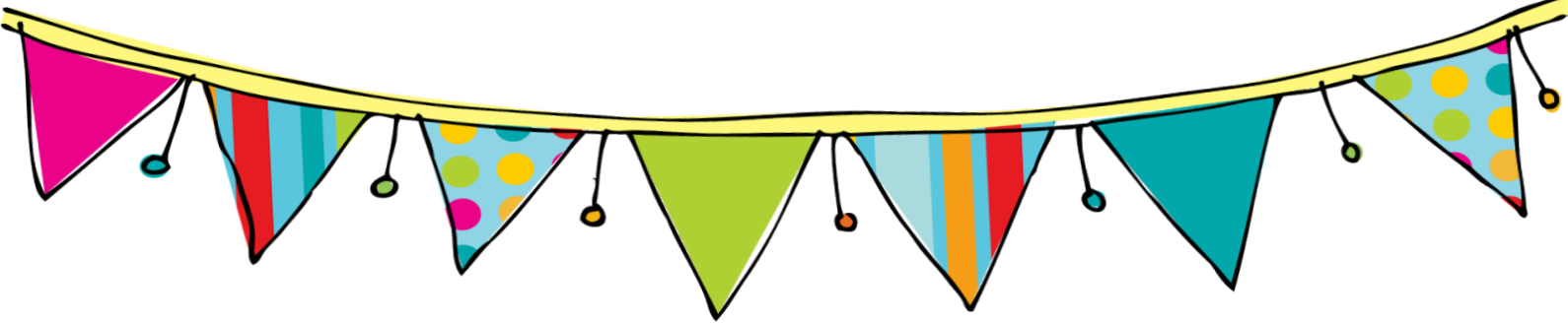
If school feel that further support and advice is needed to meet a child's needs, parents will always be informed and consent gained, and any reports or advice will be shared with you. Professionals may visit school to work directly with your child or meet with staff and parents to discuss support.

We have access to support through Leeds City Council Complex Needs service (SENIT) and the Area Inclusion Partnership. We also commission additional Speech and Language Therapist and Educational Psychologist time from the funding allocated to support SEND.

Other agencies and professionals we work with include:

- NHS Speech and Language therapy
- STARS (Specialist support for children with Autism)
- Physiotherapy
- Fresh Start Kids (Occupational Therapy)
- CAMHS (Child and Adolescent Mental Health)
- Educational Psychology
- Health Visitors and School Nursing team





How will my child's information be shared with new phases or new schools?

We recognise that transitions can be difficult for a child with SEND so we take steps to ensure that any transition is as smooth as possible.

Children entering school in Nursery or Reception:

All children are offered home visits before they start in our Foundation Stage and transition sessions in EYFS are arranged so that children have the opportunity to visit before starting. These give you the opportunity to discuss any concerns or additional needs that your child may have. The class teacher and SENDCO will liaise fully with you and any professionals working with your child in order to meet their needs when they arrive in school. Additional visits can be arranged if necessary.

If your child is moving to or from another school:

We will contact the school SENDCO and ensure that all information regarding additional support or special arrangements are shared. We will make sure that all records about your child are securely passed on as soon as possible. Where there are safeguarding concerns we will also discuss this with the DSL as well.

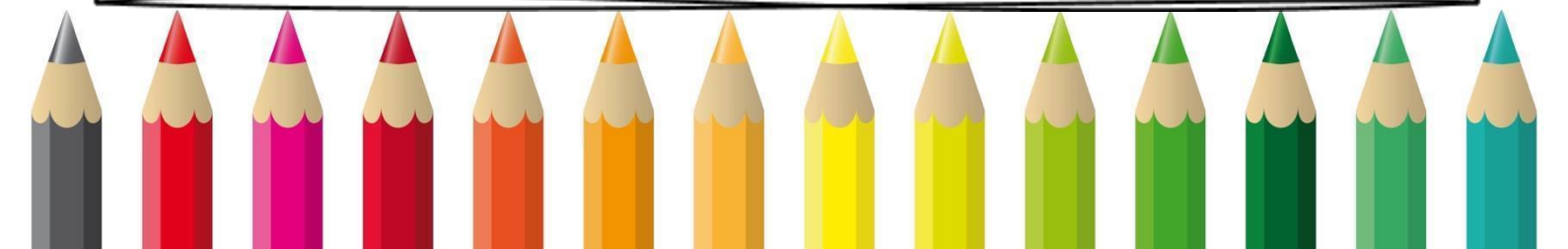
When moving classes in school:

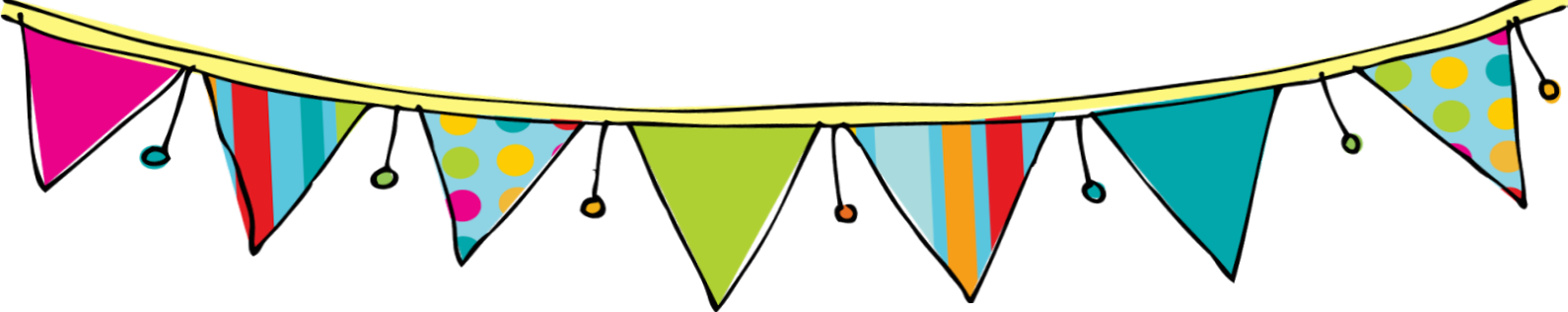
Information will be passed onto the new class teacher and a planning meeting will take place with the new teacher where all relevant information will be shared. SEN support plans will be reviewed before the end of the summer term to ensure that these are up-to-date before transition.

In Year 6:

We recognise that the move to secondary school is a difficult time for some children and staff in school work hard with the children to prepare them for the move and reassure them that it is a positive step.

During the summer term, staff from the secondary schools visit pupils in school and meet with Y6 teachers. The SENDCO meets with SENDCOs from all of the secondary schools to discuss individual pupil needs and plan any additional transition visits. Different secondary schools have different transition arrangements and these will be discussed with you at the time. All relevant support plans and reports are passed securely to the secondary school to ensure that support is in place when your child starts.





What can I do if I am not happy about the support my child is receiving?

At Victoria Primary Academy, we are always open to feedback and are committed to ensuring we get the provision right for your child. If you have any concerns, please speak to the class teacher in the first instance as most difficulties can be resolved in this way. If you feel you need further advice, please arrange an appointment with the SENDCO who will work with you to support your child. We have a clear complaints policy that can be found on our website to formalise your complaint if this is required. We will ensure we respond promptly to your concerns to find a resolution to quickly meet the needs of your child.

Who can I contact for further information in school?

Appointments can be made with Mr Cook via the sen@vpaleeds.co.uk email address.

All SEND provision in school is closely monitored and evaluated by the SENCo and the Head of School, Mrs Courtney. Mr Cook and Mrs Courtney welcomes a conversation with you if you have any worries or concerns to raise. Again, please speak to the school office staff who will arrange an appointment as quickly as possible.

Who can I contact for further advice outside of school?

Further support with SEND provision in schools can be found through SENDIASS (SEND Information Advice Support Service for parents on 0113 378 5020 or at <https://familyinformation.leeds.gov.uk/sendias-site>

Further information about services for pupils with SEND in Leeds can be found on the Leeds City Council Local Offer page www.leedslocaloffer.org.uk

What are the key policies the schools work towards to keep my child safe?

The following policies are on the school websites and reflect the school's commitment to the inclusion, safety and wellbeing of our children:

- Special Educational Needs and Disability
- Accessibility plan
- Medical Needs
- Child Protection and Safeguarding
- Anti-bullying policy
- Behaviour policy
- Attendance policy
- Equality statement

