

Victor Seymour Infants' School

SEN Information Report

Victor Seymour Infants' School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Victor Seymour Infants' School

SEN Information Report

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENCO and Headteacher

This report was reviewed and updated on: January 2026

This report was approved by the School Governing Body on: January 2026

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENCO*

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Headteacher:

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SEN link governor:

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Marie Wilkinson in the first instance. Please contact them on mwilkinson@vsi.school

Sutton Local Offer

School local offer

SEN Information Report

SEN Information Report	3
1. School Context	3
2. Whole-school approach to inclusive mainstream offer	3
3. Identifying pupils with SEN and assessing their needs	4
4. Our approach to teaching pupils with SEN within the classroom	4
5. Adaptations to the curriculum for pupils with SEN	5
6. Targeted interventions	5
7. Specialist interventions	5
8. Partnership working and pupils' access to external (incl. specialist) agencies	5
8. Adaptations to the learning environment	6
9. Adapted curriculum pathways	6
10. Assessing and reviewing pupils' progress	6
11. Consulting and involving pupils and parents	7
12a. Supporting pupils moving between phases / transition	7
12b. Preparation for adulthood (secondary only, primary schools remove this section)	7
13. Training for staff	7
14. Evaluating the effectiveness of SEN provision	7
15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	8
16. Support for improving emotional and social development	8
17. Pupils with disabilities	8
18. Complaints about SEN provision	8
19. Contact details of support services for parents of pupils with SEN	8

1. School Context

At Victor Seymour Infants' School, we are committed to meeting the needs of all pupils and ensuring every child is supported to thrive. In line with the SEND Code of Practice (2015), we recognise that pupils' needs may fall within one or more of the following four broad areas of Special Educational Needs and Disabilities (SEND):

★ **Communication and Interaction**

Including speech, language and communication needs and autism spectrum conditions, where children may need support with understanding language, expressing themselves or social communication.

★ **Cognition and Learning**

Including moderate learning difficulties, specific learning difficulties such as dyslexia or dyspraxia, where children may require additional support with learning, understanding and processing information.

★ **Social, Emotional and Mental Health (SEMH)**

Where children may experience challenges with emotional regulation, relationships, confidence or behaviour, and benefit from targeted support to develop resilience and wellbeing.

★ **Sensory and/or Physical Needs**

Including visual or hearing impairments, sensory processing needs or physical disabilities,

where children may require specialist equipment, adaptations or support to access learning fully.

We work closely with families and external professionals to ensure timely identification, appropriate provision and a nurturing, inclusive environment where every child can succeed.

2. Whole-school approach to inclusive mainstream offer

Victor Seymour follows a graduated response to supporting pupils, beginning with high-quality universal provision to ensure that all children can access the support they require. Through effective teaching, reasonable adjustments, and inclusive classroom strategies, pupils' needs are identified and addressed early. Where additional support is needed, targeted strategies are implemented and reviewed regularly to ensure they are tailored to the individual pupil. This graduated approach ensures that provision is responsive, purposeful, and focused on enabling every child to make progress and achieve their full potential.

Victor Seymour - Cognition and Learning Graduated Response 2026



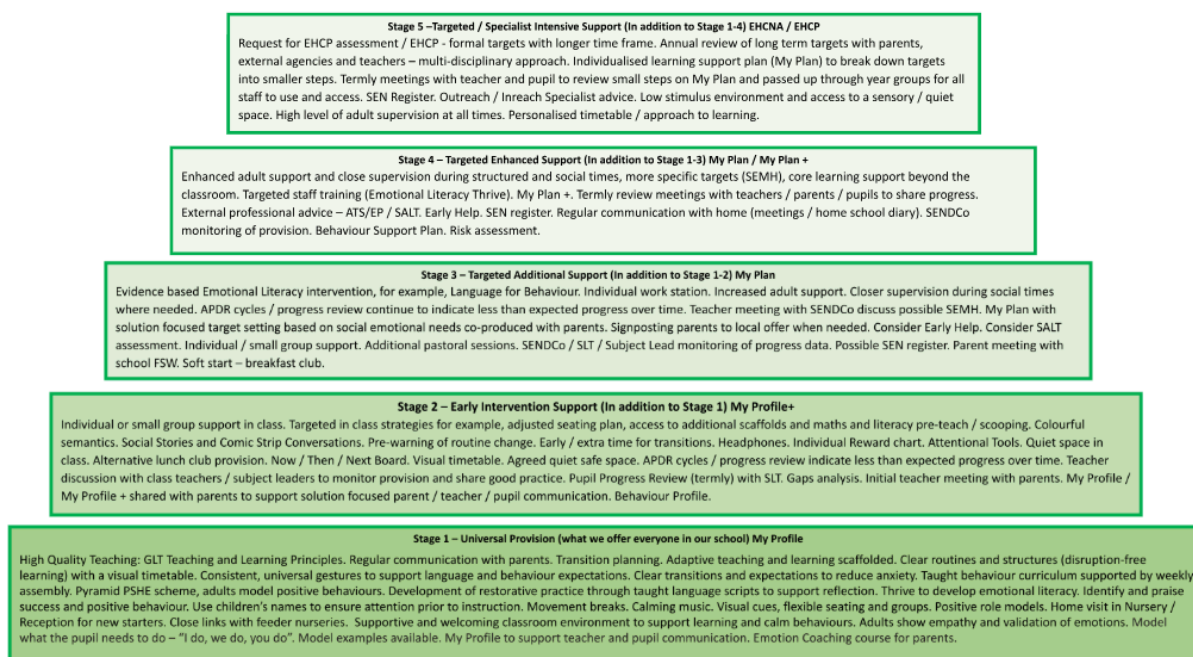
Victor Seymour Cognition and Learning Graduated response 2026

Victor Seymour - Communication and Interaction Graduated Response 2026



[Victor Seymour Communication and Interaction Graduated response 2026](#)

Victor Seymour – Social Emotional and Mental Health Graduated Response 2026



[Victor Seymour Social Emotional and Mental Health Graduated Response 2026](#)

Victor Seymour – Sensory & Physical Graduated Response 2026



[Victor Seymour Sensory & Physical Graduated Response 2026](#)

3. Identifying pupils with SEN and assessing their needs

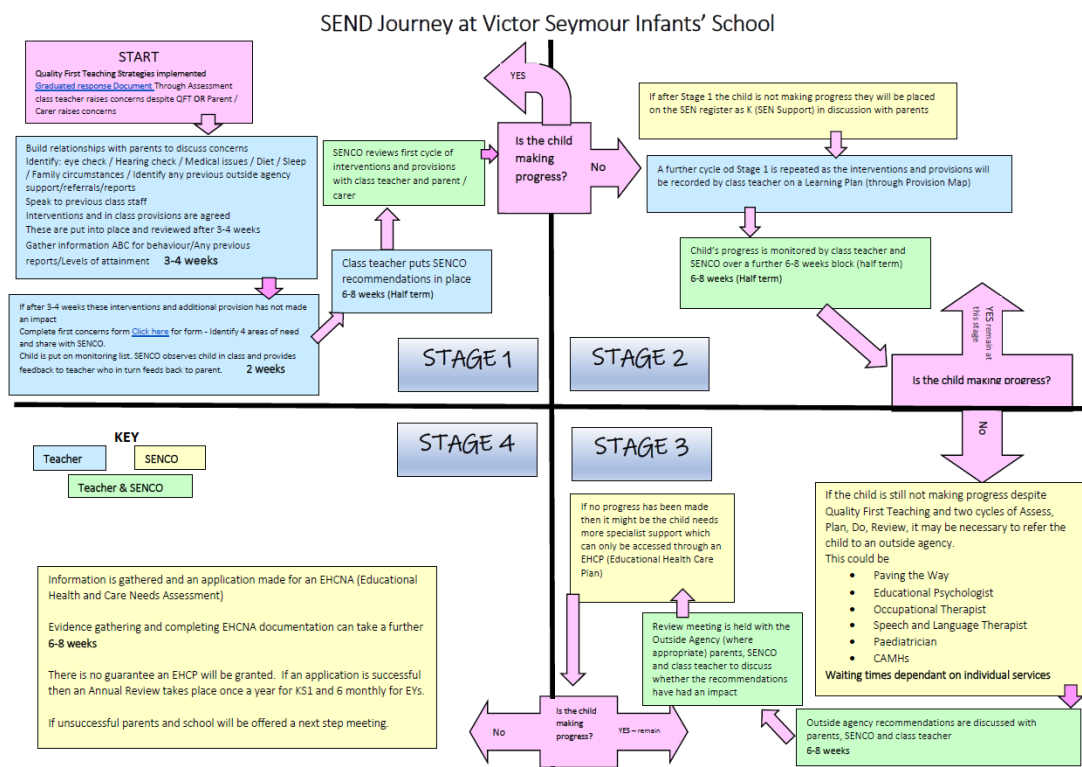
A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEN Code of Practice, 2015).

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.



VS SEND Pathway

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

- Example: Communication and Interaction needs
- Example: Social Emotional and Mental Health needs
- Example: Other needs

4. Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Victor Seymour Infants' School we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

We will also provide the following interventions:

- ★ ELSA (Emotional Literacy Support Assistant)
- ★ Maths and Literacy booster groups
- ★ Precision monitoring
- ★ Daily readers
- ★ Signalong
- ★ Occupational Therapy and Physiotherapy exercises where necessary for children with OT plans
- ★ Social Communication and Attention groups
- ★ Speech and Language Therapy exercises by school staff for children with SALT plans
- ★ External Speech and Language Therapy exercises by a Therapist
- ★ Diagnostic testing and assessment, such as PM benchmarking for identifying reading difficulties may be available, when a need is identified.
- ★ Adaptations to the school building and equipment can be made when necessary e.g. adapted chair
- ★ Dough Gym and Tummy time in EYFS may be used to promote fine and gross motor control.
- ★ Lunchtime rainbow club for Gross and fine motor skill for children with OT reports
- ★ SEN TA for each Year group to provide additional interventions and targeted work both in Rainbow low arousal classroom and also in class support to transfer learning

5. Adaptations to the curriculum for pupils with SEN

We make the following adaptations to ensure all pupils' needs are met:

- ★ Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- ★ Adapting our resources and staffing
- ★ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- ★ Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ★ Personalised planning
- ★ Targeted training for staff
- ★ We have created an area that is a low arousal learning environment for SEN children who may need to have a different environment for periods during the day for their learning or self-regulation.

6. Targeted interventions

Targeted interventions may be required to further support individual pupils in meeting their learning and developmental needs. At Victor Seymour, these interventions are carefully selected and implemented based on identified areas of need and are reviewed regularly for impact. Support may include catch-up programmes for pupils with English as an Additional Language (EAL), phonics interventions, additional reading support, Colourful Semantics to develop writing skills, social skills groups to support emotional

and social development, and occupational therapy (OT) programmes to support sensory and motor needs. This targeted approach ensures that interventions are purposeful, time-limited where appropriate, and responsive to each pupil's individual needs.

7. Specialist interventions

Specialist interventions are put in place for a minority of pupils where highly adapted and individualised support is required to accelerate progress or enable children to achieve their full potential. At Victor Seymour, these interventions are carefully considered and implemented in response to identified needs, and may include provision such as ELSA or Nurture support, dependent on suitability and availability. Targets linked to specialist interventions are regularly reviewed and discussed collaboratively by parents, teachers, and the SENDCo, with input from external agencies where necessary. This ensures that provision remains effective, responsive, and focused on positive outcomes for each child.

8. Partnership working and pupils' access to external (incl. specialist) agencies

There may be occasions when we need advice from other professionals. We will discuss this fully with parents before contacting any agencies and they will need to sign consent forms.

Other Agencies include:

- ★ Schools and Families Support Services
- ★ Early Years Support
- ★ Learning Support Service
- ★ Sensory Impaired Support
- ★ Behaviour Support Team
- ★ Speech and Language Therapy Service
- ★ Speech, Communication and Language Needs Service
- ★ Educational Psychology Service
- ★ Autism Service
- ★ Paving the Way
- ★ School nurse
- ★ Community Paediatrician
- ★ Child and Family Services
- ★ Parent Partnership
- ★ Occupational Therapists
- ★ Physiotherapists
- ★ Clinical Nurse
- ★ Child and Adolescent Mental Health Services (CAMHS)

8. Adaptations to the learning environment

We make the following adaptations to ensure all pupils' needs are met:

- ★ classroom layout is carefully considered to ensure that it provides a welcoming environment suitable for all pupils
- ★ minimal distractions within classroom displays
- ★ maximise the use of additional workspaces for children that need to work in a quieter area
- ★ alternative classroom low arousal learning environment for SEND children who may need to have a different environment for periods during the day for their learning or self-regulation.

9. Adapted curriculum pathways

We make the following adaptations to ensure all pupils' needs are met:

- ★ Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- ★ Adapting our resources and staffing
- ★ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- ★ Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ★ Personalised planning
- ★ Targeted training for staff

10. Assessing and reviewing pupils' progress

All leaders at Victor Seymour are responsible for the progress of all pupils, including those with special educational needs (SEN). Assessment points across the school include pupils with SEN, and leaders analyse engagement and outcomes to identify strengths and areas for improvement. Teachers use the 'Assess, Do, Review' cycle to complete a termly review for all children on the SEND register, ensuring that targets and provision are regularly evaluated and updated. Leaders make adjustments to systems, practices, and provision to ensure positive impact for all pupils. Where more targeted or specialist support is required, leaders work in partnership with the SENDCo to review pupil progress. Assessment and review are therefore embedded into whole-school processes. Behaviour and attendance leaders also work closely with the SENDCo to support the progress and well-being of all children.

11. Consulting and involving pupils and parents

At Victor Seymour, we believe that working in partnership with parents is a vital part of our school community and an integral element of supporting each child's development. We actively encourage open communication and collaboration with families. The school offers termly coffee mornings, where external agencies are invited to provide information and support to parents. The SENDCo also offers weekly drop-in sign-up meetings, providing parents with regular opportunities to discuss concerns and explore ways to support their child. For pupils with SEND, we offer enhanced, personalised transitions and induction arrangements tailored to individual needs. The Assess, Do, Review process enables parents to meet with class teachers to discuss progress towards targets and agree next steps to ensure continued, effective support for their child.

[VS SEND Pathway](#)

12a. Supporting pupils moving between phases / transition

At Victor Seymour, we work closely to support pupils through all stages of transition within the school. Transition arrangements involve previous settings, receiving schools, parents, and pupils, ensuring that they are carefully planned, well supported, and responsive to individual needs.

Transition into Nursery / Reception

- ★ Borough transition day for Nursery and Reception
- ★ New to our school – transition meetings may be set up with previous setting involving parents as well as professionals
- ★ Stay and Play opportunities in Summer term and beginning of Autumn Term
- ★ Parent information evenings in Summer or Autumn Term
- ★ Home visits for all children new to the school

- ★ New school invited to Annual Review in summer term (for those children with Educational Health Care Plans (EHCPs))
- ★ Transition books / social stories with pictures of key staff and areas of the school for all children joining Victor Seymour

Moving classes within school

- ★ Visits to new classroom, visits from new class teacher
- ★ New class teacher reads a story to new class
- ★ Transition books / social stories of pictures of key staff and classrooms for some individuals
- ★ Extra opportunities to meet new teacher, TA and get to know their new classroom/ surroundings
- ★ Transfer documents through Edukey (Provision Map) where applicable if moving to a Sutton school

Moving on at Year 2

- ★ SENCO links with SENCO at Year 3 provision at Harris Junior School (feeder Junior school for VSI) throughout Year 2 to make them aware of needs before they transfer.
- ★ Extra opportunities to visit new school and new members of staff
- ★ Teachers handover meetings regarding learners' individual needs
- ★ Transition books / social stories of pictures of key staff and classrooms for some individuals

Moving schools midyear

- ★ Transfer documents through Edukey (Provision Map) where applicable if moving to a Sutton school
- ★ Make sure all paper records are passed on as soon as possible
- ★ Discuss with new school's SENDCo any special arrangements or support that was in place with us and any recommendations

If your child joins us from another school

- ★ Contact the previous school SENDCo to find out any special arrangements or support that needs to be made for your child.

If your child joins us from another school and has an EHCP in place we will:

- ★ Read the consultation paperwork sent by the EHCP coordinator
- ★ Arrange to visit the child in their current setting if possible
- ★ Arrange to meet parents to understand the SEN needs fully and discuss the best transition

13. Training for staff

At Victor Seymour, we prioritise professional development for all staff to ensure they have the knowledge, skills, and strategies needed to meet the needs of every child. This is achieved through regular training provided both within the school and by the local authority. Where specific professional development needs are identified, additional training is delivered to all staff or targeted to key members as appropriate.

14. Evaluating the effectiveness of SEN provision

As a school we evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term through SENCO/ Teacher meetings and pupil passports
- Reviewing the impact of interventions
- Using pupil questionnaires

- Monitoring by the SENDco
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Provision Map software

15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All extra-curricular activities, school visits, before and after-school clubs at Victor Seymour are accessible to all pupils. Every child is encouraged to participate in day trips, sports days, school plays, special workshops, and other enrichment opportunities. No pupil is ever excluded from these activities on the basis of their SEN or disability.

16. Support for improving emotional and social development

At Victor Seymour Infants' School, we prioritise the emotional and social development of all our pupils. This is achieved through a carefully planned PSHE curriculum, opportunities for SMSC throughout the school year, and fostering an ethos of care, kindness, and respect. We ensure that every child is listened to and treated with unconditional positive regard. Additional support is provided to promote emotional and social development, including encouraging pupils with SEN to take an active part in the school council. The school maintains a zero-tolerance approach to bullying, ensuring a safe and supportive environment for all children.

17. Pupils with disabilities

At Victor Seymour Infants' School, we are committed to providing a fully accessible environment that values and includes all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs. We take positive action to challenge negative attitudes towards disability and accessibility and work to foster a culture of awareness, tolerance, and inclusion. We provide appropriate resources to enable all children to access learning and ensure that our environment is fully accessible for those requiring specialist equipment or additional support. Our aim is to remove barriers wherever possible so that all pupils can fully participate in the daily life of the school and benefit from the learning experiences we provide.

[Victor Seymour Accessibility Plan](#)

18. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance to try and resolve any misunderstandings.

Following this, complaints should be made to the SENCO or Headteacher. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. Contact details of support services for parents of pupils with SEN

The SEND Local Offer is a place to find information and support for families with children and young people with learning needs and disabilities.

The London Borough of Sutton's Local Offer is now being hosted on the Sutton Information Hub website:

<https://suttoninformationhub.org.uk/services/victor-seymour-infants-school-62bc447bc716d>

Leisure and Social Activities for Children and Young People with SEND links can be found through the Sutton Information Hub.

<https://suttoninformationhub.org.uk/results?category=412647f0-631e-4ffd-8f4c-eba648c457f4>

Below is a link to services, activities and groups that are available to residents with a range of Learning Disabilities with Sutton.

<https://suttoninformationhub.org.uk/results?category=fde47aa7-a3ba-4753-952f-1e4963aa1d03>

Sutton Information, Advice and Support Service (SIASS) offer free, impartial, confidential support for 0-25 year olds with SEND in Sutton. <https://www.siass.co.uk/>