



Victoria Road Primary School SEND Policy

Policy written by	School
Reviewed	November 2023
Next Review	November 2024
Head teacher	Mrs Emma Roberts
Chair of Governors	Mrs Hilary Moss

Signed:..... Head Teacher

Signed:..... Chair of Governors

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010:
- Advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Teachers Standards 2012
- NASEN: Updating SEN Policy for Schools (2014)

Introduction

The principle that all pupils should receive a broad and balanced curriculum, relevant to their individual needs, is established in law. Every teacher is a teacher of every child, including those with Special Educational Needs. Victoria Road Primary School utilises different methods and tools to present learning opportunities to children and carefully adapted tasks and outcomes to match individual needs. Quality First Teaching aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is additional to or different from that encompassed by Quality First Teaching.

Special Educational Needs in Victoria Road Primary School is managed by our SENDCO, Mrs Gemma Neal

The SENDCO can be contacted via the school office:

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Aims

Victoria Road Primary School's SEN policy has been developed to:

- Ensure that the diverse needs of all children, whatever their learning difficulty, are provided for, their barriers to learning minimised, they have equal opportunities to participate in the full curriculum of the school, and their successes are equally celebrated.
- Ensure the implementation of Government and subsidiary Local Authority (LA) Guidance surrounding the SEND Code of Practice 0-25 (June 2014).
- Ensure best practice, based on past practice and new guidelines, is applied consistently.
- Inform parents/carers how SEN provision is organised at school, how it is identified, managed, and provided for, how educational plans co-ordinate with any Health/Social care provision and how this supports their child's development.
- Inform all parties how SEN provision works collaboratively – Child, Parents, Teachers, SENDCO and other professionals, and how concerns and issues will be managed.
- We work towards these objectives by:
- Ensuring our SEN provision is co-ordinated and integrated across the school by our SENDCO.
- Monitoring and reviewing all pupil progress across the curriculum using tracking systems and regular assessment to ensure that any problems are identified at an early stage, assistance is provided, and progress is managed.
- Providing support and advice for all staff working with pupils with special educational needs, giving staff additional training on methods and programs relating to SEN as necessary.
- Providing a range of learning support and alternative teaching materials for teacher and pupil use.
- Working with external agencies to access specialist provision such as Educational Psychology, Speech and Language Therapy, Occupational Therapy and Specialist Teaching Services.

Identifying Special Educational Needs

Definition of Special Educational Needs:

- A child has special educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for him or her, namely that which is additional to or different from the normal adaptations that are made as part of Quality First classroom Teaching.
- A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others the same age.

Some children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out day-to-day activities’. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

There should not be an assumption that all children will progress at the same rate. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Types of Learning Difficulty

Children will have needs and requirements which fall into at least one of four areas and many children will have inter-related needs.

Communication and Interaction (e.g. Language difficulties, Autistic Spectrum Disorders)

Cognition and Learning (e.g. Dyslexia, Dyspraxia)

Social, Emotional and Mental Health (e.g. ADHD, Anxiety Disorders)

Sensory and/or Physical

The SEN Code of Practice recognises that all children are unique and that fixed categories of special educational needs cannot reflect the diversity of need in many young people.

Identification of SEN

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Victoria Road Primary School, class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

Is significantly slower than that of their peers starting from the same baseline (based on national expectations)

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers (based on national expectations) Widens the attainment gap

The SEN Code of Practice suggests that pupils are only identified as having SEN, if they do not make adequate progress (compared to that which is expected nationally) once they have had good quality personalised teaching and intervention/adjustments. Factors which can Impact on Progress and Attainment:

Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute SEN)

Attendance and Punctuality

Health and Welfare

English as an Additional Language

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

Behaviour

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Any concerns relating to child or young person's behaviour will be explored in light of an underlying response to a need which may not be being addressed.

In deciding whether to make special educational provision, the class teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will also include early discussions with the pupil and their parents to determine the child's strengths and difficulties.

A Graduated Approach to SEN Support

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Victoria Road Primary School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where a pupil is identified as having SEN, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEN support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

Where it is decided SEN provision is necessary, the pupil will be formally recorded on the SEN Register and a SEN Support Plan will be drawn up. The SENDCO, with input from the child, parent and class teacher will draw up the plan which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher, with support from the SENDCO and in consultation with the parents and the pupil, will be responsible for implementing the SEN Support Plan. Parents are made fully aware of the planned support and interventions and it is expected that parents reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they still retain responsibility for the pupil. Working closely with any teaching assistants or specialist staff involved, teachers plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Education, Health & Care Plans

An Education, Health and Care plan (EHCP) describes a child's special educational needs and the help they will get to meet them. An EHCP also includes any health and care provision that is needed. It is a legal document written by the local authority and is intended to ensure that children and young people with an EHCP receive the support they need. EHCPs are intended for children and young people who need more support than their school or other setting can provide.

Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers, and external specialists, medical and perhaps social or psychological advice) gathered over a period of time. A decision will be made by the LA in no more than 20 weeks.

Any plan that is issued is specific to the particular need which needs to be met and contains clearly defined objectives. The LA may provide additional resources to meet these needs. The EHCP is reviewed annually and parents will always be involved in monitoring progress.

Social, Emotion and Mental Health

At Victoria Road Primary we are committed to supporting all aspects of a child's well-being and we offer a variety of interventions to assist with this. Pupils who are unable to access the school's behaviour policy in its current form are given Individual Behaviour Plans (IBPs). These communicate their individual needs to their class teachers, learning support assistants and other staff members who may work with the pupil and will include strategies for supporting them in lessons and in the wider school community (as necessary).

Children who have an IBP will have a BOXALL Profile completed at least twice, and this will form the basis of their plan.

Managing Pupils Needs on the SEN Register

SEN Support Plans Children in receipt of SEN provision will have their needs recorded on a SEN Support Plan. SEN Support Plans are reviewed at least three times a year and parents are invited to attend additional meetings to discuss these plans. Class teachers hold the responsibility for evidencing progress according to the outcomes described in the Plan.

Updated SEN Support Plans are sent home to parents after each review.

Support

In Class Support

All pupils identified as having a SEN or disability are treated equally and given access to an appropriate curriculum. Within lessons it is the teacher's responsibility to adapt learning. Pupils with Education, Health and Care Plans (EHCPs) are supported in class according to the requirements of their EHCP.

Any additional adult support is carefully managed to ensure that it is not unduly intrusive. TA hours on a child's Statement or EHCP does not necessarily mean that the child is entitled to 1:1 support in all lessons. If a pupil does not have an EHCP individual in-class support is not always appropriate, however, this can be considered in extreme cases if deemed necessary. Instead, strategies to support pupils identified with SEN are included on their SEN Support Plan.

Interventions

Victoria Road Primary School has a wide variety of additional interventions which can be used to support pupils. Additional interventions are also offered depending on the need of the pupil. Where necessary, this additional support is provided through small group or 1:1 interventions where pupils will be withdrawn from non-core lessons for the period of the intervention, usually by a fully trained Teaching Assistant; however, teachers may also deliver interventions where deemed appropriate. Involvement of external specialists

At Victoria Road Primary School we have access to a number of external professionals including Speech and Language therapists, Occupational Therapists and Educational Psychologists which are provided by the LA and the NHS.

The referral process varies according to the agency; however, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes for a minimum of two terms before any referral will be considered. While the school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision.

Criteria for Exiting the SEN Register

Where children have a diagnosed Special Education Need, even if they make accelerated progress as their needs are being met, they will remain on the school's SEN register.

Where there is no identified need, as a pupil starts to make adequate progress (as outlined in the SEN Code of Practice), support will gradually be reduced. Where a pupil continues to make adequate progress without the requirement for provision that is additional to or different from that which is provided as part of Quality First Teaching, for a period of two terms or more, the pupil will be removed from the SEN register. Their progress will continue to be carefully monitored and reviewed regularly.

Supporting Pupils and Families

Information on where the local authority's offer is published.

Halton Borough Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families.

For further information about the Halton Local Offer, please visit

<https://localoffer.haltonchildrenstrust.co.uk>

SEN Information Regulations Report

Victoria Road Primary School, like all mainstream primary schools, is required by law to produce a Special Educational Needs (SEN) Report on an annual basis. This can be accessed via the school website

SEND Information, Advice and Support Service

Parent Partnership provides impartial information, advice and support to parents and carers of children with special educational needs – i.e. parents of children who are receiving additional support in school or early years settings, parents who have a child that is going through Statutory Assessment or who already has a Statement of special educational needs.

Admission Arrangements

The admission arrangements for children with SEN and without an EHCP are no different than for other children. If a child has an EHCP, parents have the right to specify Victoria Road Primary School if, after investigation, they feel it is the school most suitable to meet their child's needs.

Access Arrangements

When a pupil reaches Year 6, their data is analysed by the SLT and, if necessary, they are assessed for extra support in their End of Key Stage SATs examinations. Examples of support could be: a reader; extra time; movement breaks and/or a scribe.

Applications for access arrangements have to be submitted to the Department for Education and the support a pupil may receive is dependent on the scores they receive in specified tests alongside a history of need. Where a pupil requires arrangements to be made, they will usually need to be examined in a separate room from the other candidates.

Supporting Pupils at School with Medical Conditions

Victoria Road Primary recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

If a pupil has an additional medical need a detailed care plan will be compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

Monitoring and Evaluation of SEN Provision

SEN provision is evaluated on an ongoing basis and adjusted as required. This is done by:

Classroom practice being monitored by the SLT, SENDCO and subject co-ordinators

Analysing pupil tracking data

Comparing value-add data for pupils on the SEN register

Meetings of parents and staff to plan outcomes and recognise progress or shortfall

Looking at how effective the SEN provision has been in relation to the resources allocated

Additionally SEN provision is reviewed by:

Annual School Self Evaluation processes and heightened importance in the School Development Plan

Other LA visits, meetings and inspections which enable the school to compare provision to other schools and help identify best practice tactics

Roles and Responsibilities

The Governing Body is responsible for:

- Appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEN and disability
- Ensuring that there is a qualified teacher designated as SENDCO for the school.
- Taking account of SEN pupils when planning all matters for the school as a whole
- The governing body believes that good SEN provision benefits all pupils.
- Working with the head teacher and SENDCO to determine the school's general policy and approach to provision for children with SEN and ensuring that appropriate staffing and funding arrangements are put in place.
- Ensuring that the procedures for monitoring and measuring all children are in place consistently by all teachers to ensure early identification and support of children who may require SEN support.
- Considering SEN issues and updates at relevant group meetings and ensuring that these issues are fully incorporated in the school's self-review and continuous improvement plans.
- Publishing information on their websites about the implementation of their policy for pupils with SEN- updated annually or when information changes.

The School Leadership Team is responsible for:

- Regularly reviewing how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for pupils with SEN, and the progress made by pupils
- Identifying any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The SENDCO is responsible for:

- Working with teachers to ensure day to day implementation of the SEN policy.
- Planning for all the Special Needs provision in the School – including resources, staffing, training, additional support requirements, and new programs.
- Providing appropriate resources and ensuring their proper use.
- Arranging appropriate specialist training for relevant teaching staff and ensuring that general learning and information is disseminated to all staff via in-service training.
- Supporting and advising class teachers and learning support assistants on SEN identification, managing and other issues.
- Monitoring the records of all pupils, their progress towards goals, actions taken and outcomes.
- Arranging external specialist assessment and support programmes and ensuring that their recommendations and advice is shared and implemented.

- Monitoring the regular review meetings of SEN pupils (and attending where requested).
- Keeping the Governing Body informed of progress, plans and issues via regular liaison with the SEN Governor.

Class Teachers are responsible for:

- The progress of all pupils in their class including those with SEN.
- Including SEN pupils fully in their delivery and teaching of the National Curriculum by providing appropriately adapted learning outcomes for SEN pupils. This means that wherever possible all children will follow similar curriculum and lesson plans but that their objectives and levels of work will be set according to their needs and abilities.
- Liaising with the SENDCO as necessary to obtain advice and strategies to support learning and inclusion in the classroom.
- Monitoring and tracking all pupils' progress to assist the early identification of learning difficulties and alerting parents at the earliest opportunity of their concerns to enlist active help and participation.
- Feeding back to parents how a child is progressing towards their SEN learning outcomes, including planned reviews.
- Ensuring that lunchtime supervisors and any other additional teachers (e.g. Supply teachers, visiting specialist music/ sports etc. teachers) are given necessary information relating to the supervision of pupils including possible behaviour management tactics.
- Day to day operation and management of SEN interventions in their class/year group.

Learning Support Assistants are responsible for:

- Supporting pupils' individual needs, where directed.
- Helping with the inclusion of pupils with SEN within the class.
- Implementing and managing the adapted programs prepared by the teachers/SENDCO.
- Monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies.
- Ensuring that recommended or requested learning support aids and programmes are utilised appropriately and consistently.
- Contributing to reviewing and planning meetings regarding successes and concerns, including SEN Support Plans, MAPPs, and Statement reviews.

Reviewing the Policy

The SEN policy is reviewed annually by the SENDCO and Governing Body to take account of any changes made to the Code of Practice or Halton Guidelines. Section

Dealing with Complaints

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. So, if parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher. If the parent is not satisfied with the teacher's comments or the situation does not improve then they should arrange an appointment with the SENDCO stating clearly what they are unhappy about and what they would like to see happen regarding their concern. As the SENDCO is part of the Senior Leadership Team, she has full authority and experience to determine the most appropriate special education provision for all children in the school and responsibility to ensure that it is being delivered effectively. However, should the matter still not be addressed satisfactorily then the parent should refer to the school's Complaints Policy

It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process Parent Partnership may be able to help with this.