



Special Educational Needs and Disabilities (SEND) Policy DRAFT

Our Vision

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners.

We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

Rights Respecting School

We are a Rights Respecting School and this offer supports the following articles from the United Nations Convention on the Rights of a Child:

- Article 12 – every child has the right to say what they think in all matters affecting them and to have their views taken seriously.
- Article 23 – a child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community. Governments must do all they can to provide support to disabled children.
- Article 28 – every child has the right to an education.
- Article 29 – goals of education. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

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Policy Renewal frequency: Every Two Years

Policy Renewal Date: September 2023

Introduction

All teachers are teachers of special educational needs and disability (SEND). We recognise that it is the teacher's responsibility to meet the needs of all children in their class through 'Quality First teaching'. This can be seen through the choices teachers make in terms of classroom organisation, selection of resources and the range of teaching and learning styles they use to ensure all children are included and learning in every lesson.

This document will be used:

- To inform and guide us in our responsibilities and our support for children and their parents.
- As a practical source of information and guidance through the identification, assessment and provision of SEND process.
- As a basis for discussion of the issues which will be reviewed annually.

Special educational needs - What does it mean?

(For legal definition see Appendix 1)

The term 'special educational needs' has a legal definition. Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with special educational needs may need extra help because of a range of difficulties, such as:

- in their thinking and understanding (cognition and learning)
- physical or sensory difficulties
- emotional, behavioural and social difficulties
- difficulties with speech and language (communication and interaction)

Many children will have special educational needs, of some kind, at some time during their education.

Responsibility for the leadership of Inclusion and SEN Provision

The person responsible for leadership and management of the day-to-day provision of education for vulnerable children, pupils with special educational needs or disabilities at Virginia School is known as the Special Education Needs and Disabilities Coordinator (SENCo).

Named SENCo: Ruth Mead

Our Approach:

At Virginia School we:

- Value all pupils equally.
- Recognise that we will need to consider the individual needs of pupils when planning our curriculum.
- Recognise the importance of early identification and assessment of vulnerable children, pupils with special educational needs or disabilities.
- Recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs and will make every effort to keep them fully involved in their child's education.
- Believe in the involvement of the child, and the importance of taking their views into account in decision-making about their special educational needs.
- Are committed to effective collaboration between all agencies working with a child.

Objectives in making provision for pupils with SEND

- We value all the pupils in our school equally.
- We ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers and staff to identify and meet the SEND of pupils. In this they can draw on the resources available throughout the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- We offer high quality support to ensure that all needs are met.
- We maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- We ensure there is consideration of SEND crosses all curriculum areas and all aspects of teaching and learning, including: academic, social, emotional, behavioural, physical and medical.
- Good special needs practice is good practice for all pupils.
- Any pupils may encounter difficulties in school at some stage.
- All special educational provision is more effective if pupils and parents are fully involved.
- We seek the views of the child and take them into account.
- We acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Admissions and inclusions

Pupils with SEN are welcomed into the school, the same as any other child. The school ensures a smooth transition for pupils with SEN by thoroughly planning and liaising with parents prior to admission, where possible. The LA currently has full responsibility for arranging all pupil admissions from Reception Year upwards.

School facilities

- The nursery and reception classes are wheelchair accessible.
- The ground floor of the house is fully accessible with an accessible toilet.
- The school is an old Victorian building and as such is set over three levels. We are unable to install a lift.
- The school is equipped with an EVAC chair and conducts regular reviews of evacuation plans.

Allocation of resources

The LA expects the school to provide primarily for pupils' additional needs within its yearly school budget. The school receives additional funding for pupils with a statement of SEND. There are slight variations in the funding (Banding) depending on the complexity and severity of the child's needs.

The school also provides from within its own budget:

- The head teacher, in collaboration with the Governing Body, allocates resources to manage the SEN needs within the school.
- The SENCo is responsible for ascertaining the need of specialised equipment and ensuring it is allocated to the appropriate child/classroom.
- Class teachers are responsible for ensuring the provision of differentiated resources for use during lessons.
- Additional transport for pupils who may have difficulties accessing their class trips
- Specialist equipment, resources, software and books

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

The School Staff

All teachers are teachers of children with SEN and adapt the curriculum to meet their needs. All staff share responsibility for implementing the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The Special Educational Needs and Disability Co-ordinator

The Special Educational Needs and Disability Co-ordinator is **Ruth Mead** who can be contacted at school.

Her responsibilities include:

- Co-ordinating, monitoring and developing the provision for pupils with special educational needs.
- Liaising with any relevant external agencies, including those in health, education and social care to ensure all pupils' needs are being identified and addressed.
- Managing and developing the SEND Teaching Assistants and the Family Support Partner.
- Liaising with parents of pupils with special educational needs.
- Maintaining liaison with the link Governor for SEN.

The SENCo holds the National Awards for Special Educational Needs Coordination (NASENCo). She meets regularly with SENCos in other schools to keep up to date with current initiatives locally and nationally, and to seek out and share best practice.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's SENCo.

Governing Body

The school governors have the following legal responsibilities to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that pupil's needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA and the governing bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the local area
- ensure that a pupil with special educational needs is able to fully join in activities with their peers; so far as is reasonably practicable and compatible for a) the child with SEND and b) the efficient education and use of resources of the pupils with whom they are educated
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child

In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Discrimination Act for Schools. It is important that there is good liaison between the SENCo, SLT and the governing body in order that the members are fully aware of SEND issues and provision within the school.

The Link Governor for SEND in the school is **Eleanor McAree**. She can be contacted through the school.

Early Identification and assessment of pupils with special educational needs

At Virginia all pupils have access to a broad and balanced curriculum through the National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through quality first teaching and appropriate differentiation, made by their class teachers or supporting staff members.

Differentiation means teaching pupils in ways and at levels, which match their way of learning. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils who may not be making good progress, this is achieved through ongoing teacher observations and assessments which are reviewed at termly pupil progress meetings.

SEN support

Pupils are only identified as having special educational needs if additional or different action is being taken to meet those needs. Additional information may need to be gathered from parents, the class teacher or other involved agencies. This will help the school to decide what additional support may be needed. This is called the Graduated Approach and follows a cycle of assess, plan, do, review.

The additional support/ intervention will be recorded on an Assess, Plan, Do, Review Grid. The day to day monitoring of the child's progress is predominantly the responsibility of the class teacher. The additional provision is reviewed half termly and the outcomes are shared with parents.

Within the Foundation Stage delivery of the curriculum is designed to be responsive to the needs of individual children as they arise. Planning of activities is differentiated or adjusted to match the needs of specific groups or individuals, on a weekly basis. However some children are identified to have significant additional needs. These children are discussed, set short-term targets and information recorded onto Assess, Plan, Do, Review Grids and then shared with parents.

Specialist Support

If the pupils do not make adequate progress, the school may request further advice, assessment and support from other specialist agencies. These agencies include; Educational Psychology Service, Speech and Language Therapy, Physiotherapy, CAMHS, CDT and Occupational Therapy. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available will often be individualised and sustained over a longer period of time. Advice from outside professionals will be incorporated into Assess, Plan, Do, Review Grids.

Education and Healthcare Plan (EHCP)

If a pupil demonstrates a significant learning, sensory, or communication disability, the school or parent may request a statutory assessment of SEN (EHCP). The Local Authority will proceed with a full assessment if they believe the child meets their criteria. Reports will be gathered from a range of agencies including school, health, the Educational Psychology Service and parents. When an EHC plan is issued, the school will hold an initial planning meeting within the first eight weeks.

An Assess, Plan, Do, Review Grids will be used to track a child's progress against their specific targets. Additional staffing or resources may be allocated for the support of that child's educational needs.

Annual Review meetings are held each year, whereby schools report back to the Local Authority on how they provide for a pupil's Special Educational Needs and Disability. All annual reviews are person-centred in their approach and aim to fully involve the children wherever possible.

If a pupil makes such progress that they no longer meet the criteria for a Statement of SEN, the statement may be discontinued by the Local Authority.

All children at SEN support, or with an EHC plan are recorded on the Register of Additional Needs.

Complaints procedures

The school's complaints procedure is set out in the complaints policy.

However Tower Hamlets Local Authority provides a Parent Partnership Service, to support parents of SEND on any query or concern they may have regarding their child's education. The Parents Advice Centre (PAC) is widely respected amongst parents and schools for providing independent advocacy and mediation services for parents within Tower Hamlets. Please see the SENCo for further information.

Parents may also seek advice on resolving disputes formally through the Local Authority. Parents need to contact the Borough's SEN section to enquire further.

Arrangements for training and development of all staff

The SENCo is available for training teachers and teaching assistants, both through formal training and on a day-to-day informal basis. All staff have access to information, advice and expertise available within the school.

The SENCo will assess yearly the whole school training requirements. The SENCo promotes training for all staff and in-school INSET relevant to SEN is provided for teachers and teaching assistants, delivered by SENCo or by people with appropriate expertise invited by the school. Teachers and support staff are informed about, and encouraged to attend, relevant courses in SEN, including courses relevant to the problems of a specified child.

Arrangements for partnership with parents

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. Virginia recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information regarding individual targets on Assess, Plan, Do, Review Grids and parents of pupils with SEN are invited to provide feedback on these, by contributing to the reviewing and setting of new targets. Parents are welcome to contact the Parent's Advice Centre for independent support and advice at anytime.

A child's class teacher will work closely with parents at all stages in their education and should be the first port of call in case of any difficulty. If parents have concerns about their child's learning, they should first talk to the class teacher.

Pupil participation

Pupils and young people with Special Educational Needs or Disability may have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them make the most of their education.

Where possible they will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to their Assess, Plan, Do, Review cycle. Children with an EHCP will be particularly involved in their person-centred annual review. They will also be involved in discussions about choice of schools and transition processes when they leave us. For some children with severe cognition or communication difficulties this is possible through recording photos, videos, notes in books, choice boards, visual imaging and observation sheets.

Links with other mainstream schools and special schools

Detailed transition planning for pupils with an EHC plan in Year 5/6 is essential to allow appropriate options to be considered. The SENCo will liaise with the SENCos of the chosen secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular support from the nominated Attendance and Welfare Advisor and Educational Psychologist for the school. In addition, the school seeks guidance and support from specialist advisory services such as the Phoenix Outreach Team, Sensory Impairment Team, Speech and Language Therapy Language and Communication Team, School Nurse, CAMHs, Physiotherapy and Occupational Therapy.

These agencies are invited to contribute to SEND pupils' Annual Review reports, following any interventions they have undertaken.

We have some support from the school nursing team, with the aim of providing medical liaison and reviewing individual pupils' health care plans, for example, those with significant food allergies or severe medical needs.

Related Policies

- Accessibility Plan
- Anti-bullying Policy
- Child Protection Policy
- Complaints Policy
- Educational Visits Policy
- Positive Behaviour Policy
- SEND Report (Local Offer)
- Single Equality Policy

Appendix 1 - Code of Practice Definition of Special Educational Needs

1. Special educational needs and/or disabilities – definitions

The term 'special educational needs and/or disability' is used if children have a learning difficulty which calls for special educational provision to be made for them. A 'learning difficulty' means:

- they have a significantly greater difficulty in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of educational facilities, of a kind generally provided for children of the same age, in schools within the area of the local education authority
- they are under compulsory school age and fall within one of the definitions above, or would do so if special educational provision was not made for them.

2. The definition of 'disability' under the Equality Act 2010 In the Act, a person has a disability if:

- they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- there are some conditions that are automatically treated as disability without the need to explain the effect on a child's ability to carry out normal day-to-day activities. These are cancer, HIV and multiple sclerosis and where a child is certified or registered as blind or partially sighted.

It should be noted that pupils may fall within one or more of these definitions.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.