

VICARAGE PARK CE PRIMARY SCHOOL



Special Educational Needs and Disability Policy

APPROVED BY:

Name:

Position:

Signed:

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FINAL

VICARAGE PARK SCHOOL

Special Educational Needs (SEN) Policy

1. Introduction

Definition of Special Educational Needs (SEN) SEND Code of Practice (2014):

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Vicarage Park has an inclusive approach to the education of children with Special Educational Needs (SEN). There is a commitment to all children having a common entitlement to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. Children have the opportunity to feel valued, to experience success and feel positive about themselves.

Children may have SEN throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

Teachers take into account in their planning, a child’s special educational needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life. Teachers will have consistently high and ambitious expectations of what children can achieve.

The school is committed to following the guidance in the SEND Code of Practice: 0-25 (September 2014) and the Children and Families Act 2014. Refer to School Inclusion Policy and Accessibility Strategy for further information.

2. Aims and objectives

2.1 The aims and objectives of this policy are:

- to identify children with SEN as early as possible;
- to create an environment that meets the special needs of each child;
- to ensure all children have equal access to a broad, balanced and differentiated curriculum;
- to encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to encourage children to be fully involved in their learning;
- to make clear the expectations of all partners in the process and provision of special needs;
- to ensure parents are kept fully informed and are engaged in effective communication about their child’s SEN.

3. Roles and Responsibilities

3.1 In the school, provision for children with special educational needs is the responsibility of all members of staff

3.2 Mr Simon Wilkinson, the Special Educational needs Co-ordinator (SENCo), is responsible for the day-to-day operation of the SEN policy. His main duties are: -

- Co-ordinating provision for children with SEN and recording this on a provision map.
- Preparing the support timetable.
- Maintaining the SEN Register and overseeing the records of all children with SEN.
- Preparing Vicarage Individual Plans (VIPs) for children with SEN.
- Reviewing VIPs at least twice a year with support staff, class teachers, children, parents and carers.
- Liaising with and advising other staff members.
- Supporting the work of Learning Support Assistants (LSAs)
- Contributing to the in-service training of staff.
- Ordering, recording and maintaining appropriate resources.
- Liaising with parents of children with SEN.
- Liaising with external agencies. (refer to paragraph 13.3)
- Running Support Team meetings.
- Liaising with the governor with special responsibility for SEN.
- Maintaining a provision map, which is reviewed, termly.

3.3 The Governing Body is fully involved in developing and monitoring the school's SEN policy. They consult with the LA and other schools, when appropriate. All governors are up-to-date and knowledgeable about the school's SEN provision.

3.4 The Governing Body has agreed with the LA admissions criteria that do not discriminate against children with SEN. The admissions policy has due regard for the guidance in the Code of Practice (September 2014)

4. Educational Inclusion

4.1 At the school it is acknowledged that children: -

- have different educational and behavioural needs and aspirations.
- may have needs that span the four broad areas outlined in the SEND Code of Practice (2014)
- require different strategies for learning.
- learn at different rates.
- require a range of different teaching strategies and experiences.

4.2 All staff respond to children's needs by:

- providing support in all curriculum areas so that they may achieve their best.
- planning to develop children's understanding through the use of all senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.

- planning for children to manage their behaviour, enabling them to participate effectively and safely in learning.

4.3 This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through normal high quality classroom teaching arrangements and appropriate differentiation, which may include short-term support.

4.4 There is an inclusive approach to Physical Education. The arrangements for the School's Sports Day enable all children to participate.

5. Specialist Provision

5.1 The school is currently a Strategically Resourced Facility (in the Kendal area) for children with physical / medical difficulties and /or severe learning difficulties.

5.2 To allow equality of access to school buildings for all children the following adaptations have been put in place:

- Ramps are provided to external doors.
- Handrails are provided on all stairs.
- Two specially designed care rooms are available, one with a ceiling mounted hoist, changing facilities and adapted toilets.
- Two lifts allow independent access to all areas of the school.
- Classrooms are carpeted to reduce background noise.
- A range of adapted furniture and manual handling equipment has been purchased based on individual requirements.

5.3 Health and Safety Policy

- Individual risk assessments are completed for some children particularly in respect to their safe evacuation from the building in the event of an emergency.
- Some children have an individual Health Care Plan.
- Medication is administered and recorded following school policy. Class A medication such as Ritalin is stored in a double locked cabinet.
- A Manual Handling Assessor has trained all staff concerned with Manual Handling and this is updated as required.

5.4 Support staff have extensive experience with a full range of children with SEN and a number of qualifications for supporting their education. These include the SENCO who has a M.Ed. plus the National Award for Special Educational Needs Co-ordination and LSAs who have foundation or honours degrees, NVQ level 2 and 3 (Child Care and Education), City and Guilds (Certificate in Learning Support), NNEB, Manual Handling and First Aid qualifications. Several staff have Total Train or equivalent qualifications.

Section 2

6. Information about the school's policy for identification, assessment and review for all children with SEN

The Graduated Approach

Where a pupil is identified as having SEN, Vicarage Park will take action to remove barriers to learning and put effective special educational provision in place.

This SEN support will take the form of the Plan- Do -Review cycle 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.

- 6.1 In addition to the points made in 4.1 – 4.3, the SENCo will work with all staff to ensure children who may need additional or different support, to that normally found within the classroom, are identified as early as possible.
- 6.2 The progress made by all students at the school is regularly monitored and reviewed. P Scales using the PIVATS scheme are used to assess those children falling significantly outside National Curriculum Year Group Levels. The school does not identify children as having special educational needs unless action is taken that is additional or different from that which goes on in the classroom as part of the differentiated approach.
- 6.3 Children who are not making progress as stated below are identified as having SEN. Progress that:
 - 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
- 6.4 Class teachers consult with the SENCo when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a child's progress. The triggers for concern are described in the SEND Code of Practice (*para 6.14- 6.27*)
- 6.5 **School Support (SS)** provides additional support as described in the SEND Code of Practice (*para 6.19*) This will be monitored and reviewed regularly through a Vicarage Individual Plan (VIP).
- 6.6 The SENCo consults with parents, children, carers, teachers and support staff about the VIP to ensure all interested parties are aware of the learning targets and their contribution to its implementation.

- 6.7 All VIPs are reviewed after an appropriate period of time to enable a judgement to be made about their effectiveness, but in any case at least once in six months. All review outcomes are recorded. Parents and children, when appropriate, are invited to take part in the review and target-setting process.
- 6.8 Support is available through small group work in English, Maths and SEMH.
- 6.9 **School Support Plus (SS+)** is available if evidence shows that a child is making insufficient progress despite support at School Support. The SENCo may seek further advice from external specialists including specialist teachers, educational psychologists, education welfare officers, children's counsellors and educational administrators. The SENCo will keep parents and children fully involved and informed about any proposed interventions. At this time, if not before, school and home may engage in the Early Help process.
- 6.10 The range of support for children at SS+ will be similar to that at SS but may be necessarily more intensive.
- 6.11 Children with an Education Health Care Plan (EHCP) will, in addition to the on-going review of their progress and specific support through their VIP, be reviewed annually. A report containing recommendations will be provided for the LA, which will consider whether to maintain, amend or cease the EHCP, using the procedures described in Sections 9.166 - 9.176 of the Code of Practice for SEND.
- 6.12 The school will liaise with the receiving school when a child with special needs is due to transfer, and will forward to them as early as possible all relevant information to enable an effective transfer.

7. Allocation of Resources

- 7.1 The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for students with EHCPs.
- 7.2 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 7.3 The Headteacher and SENCo meet at least termly to agree how to use funds, including those directly related to EHCPs.
- 7.4 The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

8. Access to the Curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to: -
- understand the relevance and purpose of learning activities,

- experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's SEN. Lessons have clear learning objectives; work is differentiated and assessment used to inform the next stage of learning.
 - 8.3 VIPs contain a number of specific targets designed to enable the child to progress. All children with SEN have a VIP.
 - 8.4 There is a continuum of provision dependent on individual needs. This can include withdrawal work into small groups, individual work or in-class support. Withdrawal groups are carefully timetabled to ensure that children still have access to the full curriculum.
 - 8.5 The SENCo and headteacher meet regularly to review the special needs provision. The SENCo and the named governor with responsibility for special needs hold regular meetings, at least termly.

9. Complaints procedures

- 9.1 The school's complaint procedures are set out on the school website.
- 9.2 Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this upon request.

Section 3

10. Staffing and Partnership

- 10.1 The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. The SENCo as part of their induction gives particular support to Newly Qualified Teachers and new members of staff.
- 10.2 The SENCo, in consultation with the Headteacher, will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within school.

11. Partnership with Parents

- 11.1 Class teachers and support staff work closely with parents throughout their child's education. Parents should in first instance contact the class teacher in case of any concern or difficulty.
The school provides information about the Parent Partnership service to all children with special educational needs on request. Our local parent Partnership Co-ordinator is Karen Hull who can provide independent support and advice.
<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>
- 11.2 At all stages of the SEN process the school keeps parents fully informed and involved. The school takes account of the wishes, feelings and

knowledge of parents and encourages them to make an active contribution to their child's education.

- 11.3 The SENCo is available by appointment to answer any queries.
- 11.4 Use is made of Day Books and Reading Diaries to communicate to parents.

12. Links with other schools

- 12.1 The SENCo liaises with the SENCo of local Nursery and Secondary schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Nursery and Year 6 children or sooner if necessary.
- 12.2 When students move to another school their records are transferred within 15 days of ceasing to be registered at Vicarage Park School.
- 12.3 Links are being developed with two local Special Schools.
- 12.4 Extra visits are organised for some children at transition times.
- 12.5 Links with other primary schools are maintained through the regular meetings of the Primary SENCo group.

13. Links with other agencies

- 13.1 The school works closely with a number of external support agencies (referred to in 6.9 above) when identifying, assessing and making provision for special needs students.
- 13.2 The named EHCP Key Worker for the school is Mrs Alison Bradbury.
- 13.3 A number of external support services are consulted about individual children with SEN.

These include the Educational Psychology Services, Educational Welfare, Speech Therapy, Occupational Therapy, Physiotherapy, Play Therapy, the Teacher of the Deaf, the Teacher for the Visually Impaired, the School Medical Service and the Manual Handling Assessor. Support is also provided by voluntary organisations such as Scope and Riding for the Disabled. Professionals visit children in school, meet parents and teachers, provide materials and give advice on how to use them.

Section 4

14. Success Criteria

- 14.1 The success of this policy is judged against the aims set out above. The policy is reviewed at least every three years, or as required and the Governing Body's Annual Report will comment on its implementation.

Other relevant documents available in school:

Special Educational Need and Disabilities: Code of Practice. 2014.

The Children and Families act 2014

The Equality Act 2010

The Special Educational Needs and Disabilities Regulations 2014

Supporting Pupils with Medical Conditions (Incorporating Administration of Medication) Policy