

Rationale

At Vicarage Park School we are committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. Supportive working relationships with parents and close involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

Vicarage Park has an inclusive approach to the education of children with Special Educational Needs/Disabilities (SEND). 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. Our whole school core values of Compassion, Responsibility and Courage, are embedded in all that we do. We aim that our values, will not only resonate within every member of our school, but will also have an impact within our local community and beyond-through learning within our creative curriculum and through the way the whole school community treat one another. The Bible story of The Good Samaritan underpins and cements the way in which our whole school community flourishes.

Children may have SEND 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.

Aims

The aims and objectives of this policy are:

- to identify children with SEND 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 SEND.

Roles and Responsibilities

At Vicarage Park School, provision for children with special educational needs is the responsibility of all members of staff.

Mrs Katie Green-Acting Head Teacher, is the acting Special Educational Needs Co-ordinator (SENDCo) along with support from outside SENDCos.

They are responsible for the day-to-day operation of the SEND policy. Their main duties are: -

- Maintaining a provision map, which is reviewed, termly.
- Supporting the work of Senior Teaching Assistants and preparing the support timetable (STAs)
- Maintaining the SEND Register and overseeing the records of all children with SEND.
- Supporting class teachers in preparing Vicarage Individual Plans (VIPs) for children with SEND.
- Reviewing VIPs at least twice a year with support staff, class teachers, children, parents and carers.
- Liaising with and advising other staff members.
- Contributing to the in-service training of staff.
- Ordering, recording and maintaining appropriate resources.
- Liaising with parents of children with SEND.
- Liaising with external agencies such as Specialist Advisory Teachers.
- Gathering evidence for and attending EHCP meetings.

Our SEND governor is Shelagh Hughes

The SEND governor spends time in school observing aspects of SEND practice in order to feedback to the whole governing body and liaising with the SENDco. SEND will form a standing agenda item for Governor meetings. SH will report findings back to the Governing Body with any minutes from scheduled meetings.

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

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

What is SEND?

A child or young person has special educational needs and disabilities (SEND) if they have a learning difficulty or disability that 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
- has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

There are four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

Many children and young people span more than one category and these should only be used as a rough guide.

Children do not necessarily have SEND who:

- have English as an additional language
- are a looked after child
- have a disability
- are entitled to pupil premium
- have difficulties with attendance.

Identifying SEND

We recognise the importance of identifying pupils as soon as possible who might have SEND as stated in the Children's and Families Act (2014).

We:

- assess each pupil's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be put in immediately
- consult with parents and the young person about their view of progress made
- make half-termly assessments as part of our progress monitoring– these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them

'Less than expected progress' includes where:

- progress is significantly slower than that of other children starting from the same point
- it is less than their previous rate of progress
- the attainment gap is not closing between the child and his/her peers (the gap may even be widening).

Vicarage Park Graduated Approach

As soon as we have concerns about a child's progress we begin to apply our graduated approach. This includes:

First response

At this stage we focus on-in the first instance-our QFT (Quality First Teaching)- targeted at the pupil's area of weakness. Building block small group support to deliver pre/post teach and gap-filling 15 minutes sessions. Discussion between the class teacher, support staff and SENDCo will lead to suggested strategies and approaches that might be used.

We monitor the quality of teaching in our school carefully to ensure that all pupils' needs are met. Teachers are given opportunities to further their professional development in SEND through attending courses. The main aim is to enable staff to identify and support pupils who might be encountering problems.

Targeted support

If a pupil continues to be a cause for concern and the issues raised at progress meetings are not resolved then a specific referral is made to the SENDCo-Katie Green

There will be a meeting between the SENDCo and class teacher to identify what this support might include. Examples are:

- support in focus groups within the classroom by an STA
- an intervention programme that targets particular skills such as IDL/Black sheep/Smart Moves
- a Change and Adapt profroma will be completed indicating what changes and adaptations are being made to the QFT in the first instance. This will be discussed and shared with parents.

SMART targets and desired outcomes will be set and the pupil's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process.

At this point we liaise with parents about the additional support being provided and provide the opportunity for parents to ask any questions that they might have.

Additional advice might be requested from an external person such as Health Professionals, Specialist Advisory Teachers and Educational Psychologist.

Where a pupil's behaviour is giving us concern we will consider carefully if there are other underlying difficulties that might be the cause.

We will consider any other barriers to learning that the pupil might be experiencing such as:

- difficulties with communication
- mental health issues
- housing, family or other domestic circumstances
- any particular incident or series of events such as bullying or bereavement.

In some cases, your child may require an individual nurture plan or behaviour management plan which will be drawn up in consultation with you and your child and reviewed regularly.

Where it is decided that the pupil has SEND we:

- record this in the school records
- ensure that the parent is informed ideally in an arranged meeting/phone conversation
- make additional high quality provision to meet their needs.

SEN support

This is a four-part cycle of assess, plan, do and review.

Assess

At this point we assess pupils' needs using:

- teacher assessment and observations
- work scrutiny
- data analysis comparing the pupil with peers and nationally
- the views of parents
- the views of the pupil (wherever possible)
- advice from external support where this is appropriate

Plan

Following discussions/ assessment, it is agreed between the teacher, SENDCo (Katie Green will lead on this) pupil (where appropriate) and parent:

- the interventions and support to be put into place within an agreed time frame at least once per term
- the teaching strategies to be used
- what the expected impact is and what the anticipated outcomes are
- when the plan will be reviewed.

We call this a VIP-Vicarage Park Individual Plan, equivalent to an IEP. It builds upon the Change and Adapt started as part of the targeted support stage. It is kept on record and shared with other teachers and support staff as needed. It is written by the class teacher with input from the STAs and approved by Katie Green.

Do

The class teacher takes the lead on implementing the plan with the support of additional staff who deliver small-group and one-to-one to support as needed.

Review

The effectiveness of the plan is reviewed. This includes the impact of support and interventions. This is shared with parents. Review meetings usually take place twice within the academic year. However, on occasions more regular meetings are built in, for example at the beginning of trialling a new strategy, any input from outside agencies or any changes in family dynamics/safeguarding issues.

If, following the assess-plan-do-review process, the school requires specialist support to meet the needs of the child or young person, then the Early Help process will begin. In consultation with the parent/carer, completion of the Early Help Registration form will be necessary. In addition, the Early Help form will be used to identify all aspects of a child or young person's strengths, needs and circumstances, and a request for additional specialist advice will be submitted.

Specialist services

Specialist services that we involve in supporting our children with SEND include:

- educational psychologist
- child and adolescent mental health services (CAMHS)
- specialist local authority support services, including Learning Improvement Service or the Inclusion Service , Early Years Area SENDCo, Specialist Advisory Teacher, EAL specialists
- speech and language therapist
- Barnardos
- counselling service.

The SENDCo (Katie Green) are responsible for liaising with specialist services.

A non-specified budget is also allocated for SEND which allows for some flexibility in case a child is admitted mid-year with special needs. SEND spending is child centred and child led.

The SENDCo is responsible for monitoring the use of specialist support and the effectiveness of intervention programmes selected.

Education, health and care needs assessment (EHCP)

For some children with profound and lifelong needs an Education Health and Care Assessment may be requested with advice and support from external agencies. Acting Head Teacher-Katie Green/others will lead on this.

Supporting pupils and families

Clear importance is placed upon parent/carer involvement and pupil involvement throughout the SEND process.

The local authority Local Offer <https://localoffer.cumbria.gov.uk/> provides parents with information about the services that are available across education, health and social care for all including those who do not have an EHCP independent of the school. Where appropriate, we signpost parents to relevant agencies within the communities who can offer further support to you and your child.

The school provides a SEND information report which has been written in a parent-friendly way to enable parents to see clearly what the school offers their child with SEND.

The school supports its families through:

- early involvement through the teacher as concerns emerge
- involvement in the assess, plan, do and review cycle
- consultation about SEND practice on an annual basis
- parent consultation meetings
- use of link books to maintain lines of communication
- discussion with parents about targets and 'next steps' on a biannual basis.

Where groups of parents seem less well represented we try to set up activities and events that will encourage them to participate by sending out information regarding workshops/courses/parents support groups they can attend.

Our local authority is the admission authority. Our governing body acts in accordance with the admission arrangements determined and published by our local authority. We

acknowledge that if we are named in a child's EHC Plan we have a responsibility to admit the child and ensure the provision outlined in the statement is met.

Managing medical conditions (Please see our separate policy 'Supporting Pupils with medical conditions')

Some of our children require medication to be administered during the school day. We have a medical conditions policy which outlines our procedures for doing this.

We recognise our duty under the Children and Families Act and liaise closely with the school nursing team to ensure that we comply.

Some children have their own healthcare plan which is written in consultation with parents incorporating medical advice provided.

Transfer

We have strong links with our on-site Nursery and secondary schools and with other local primary schools.

All transitions within school are carefully managed to support children's wellbeing. A range of transition strategies are put in place to support children at the end of key phases – e.g. transition plans and extra visits, regular communication between establishments. The receiving school is invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases there will be liaison and communication between the schools.

For pupils transferring to another setting, the SENDCo (Katie Green) is responsible for making sure that all records regarding SEND are transferred as soon as possible. Where possible the SENDCo should also meet the SENDCo at the receiving setting to discuss any particular issues and the kinds of support and intervention that the child has been getting so far.

The teacher has the general duty of ensuring that other staff with relevant information have the opportunity to feed their comments through to the new setting. This might include observations from teaching assistants and mid-day supervisors.

The curriculum

All pupils at Vicarage Park have access to the full curriculum. Children are encouraged to gain confidence in different curriculum areas and mixed ability groups are part of the school's normal working practice. Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs. Classroom observations and training help to provide teachers with a range of strategies to enable pupils to access the curriculum.

Tracking progress

Throughout the pupil's time in our setting we continue to ensure that close monitoring of their progress takes place through:

- careful half-termly tracking using Scholarpack formative and summative assessment
- discussion during progress meetings of individual pupil performance
- Solar Targets evaluated if part of the VIP/EHCP
- senior leadership team meetings when provision mapping takes place.

All children feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them.

During the tracking of pupil progress, we check that pupils:

- are making the level of progress expected

- are being set challenging and realistic targets (SMART)
- are further supported where progress is limited
- have any barriers to learning identified and addressed.

In order to do this the SENDCo:

- keeps accurate records of the levels pupils are attaining
- is involved in discussions with class teachers
- maps the provision and support available for pupils within SEND support categories
- tracks the progress of individual pupils over the year.

Working with external agencies

The SENDCo (Katie Green) are responsible for liaising with external agencies and support services in respect of children with SEND. This includes:

- chairing annual EHCP review meetings
- attending multi-agency meetings

The Acting Head Teacher Mrs Katie Green attends social services and child protection meetings and feed back to the individuals concerned. It is expected that teachers will spend time liaising directly with services supporting the children they have responsibility for. In some cases these might be professionals making a judgment in relation to statutory assessment and/or to provide advice on strategies to be used with individuals.

A multi-agency meeting is held when appropriate involving representatives from:

- the health service
- social care
- the learning and behaviour support team
- the education social worker
- the school (Headteacher, SENCo).

Monitoring and evaluation of SEND

The effectiveness of our SEND provision is monitored and evaluated by:

- analysis of individual tracking information
- analysis of trends of pupil groups against national and local authority averages
- before and after surveys and assessment following the use of an intervention programme
- observations of teaching and support
- Reports are presented at Governors meetings.

Information from this evaluation is used to inform the school development plan and policy review. We review our SEND policy annually.

Training and resources

We recognise the importance of regular staff training to ensure that we keep up to date as well as exploring new areas of knowledge in relation to special needs. In order to do this we are committed to the following cycle of staff training on an annual basis:

- regular meetings to review progress of children with special needs, policy and/or to highlight any emerging issues.
- regular meetings with the class teachers to review any learning needs
- SENDCo – two days of training as a minimum to update on latest developments in relation to special needs.
- Teaching assistant training – subject to be agreed annually identified through performance management meetings
- Mid-day supervisor training as when required

In addition, it is anticipated that we will have:

- regular training for all staff linked to the development of SEND teaching and learning as part of the school improvement plan
- individual members of staff attending in-service training (INSET) courses as identified through their performance management meetings.

All courses attended and INSET received is recorded in the staff CPD log by Katie Green. As part of this, staff are also asked to indicate the quality and benefits of the training once they have attended through a summary review.

Resources to support children with SEND are mostly kept in classrooms. The SEND cupboard and Quiet Room areas also have resources for the whole school to access. Additional resourcing implications may emerge from discussion around the strategies to be used with individual pupils. These will be brought to the senior leadership team meetings for consideration.

Accessibility

We have an accessibility plan that indicates our priorities for the coming year. We have wheelchair access throughout the school and a disabled toilet and changing facilities. Where we have concerns about the suitability of a classroom for a pupil with a particular need we ask the occupational therapist for an opinion.

We are an inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible to all our pupils. Class teachers meets with the SENDCo to establish if there might be any difficulties for any pupils taking part in a school visit such as access arrangements, those with fatigue management plans. Arrangements are made to overcome these.

Complaints

If there is a complaint about SEND provision:

1. Discuss any concerns with the class teacher in the first instance.
2. Discuss any concerns with the SENDCo-Katie Green(meeting to be arranged by the school office).
3. Ask for a meeting with both the Headteacher and SENDCo (meeting to be arranged by the school office).
4. A letter of concern may be sent to the Chair of the governing body or to the SEND governors for the attention of the Chair.