



Valley Road Academy

Special Educational Needs and Disabilities Policy

September 2018

At Valley Road Academy we value the contribution that every child can make. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and equal members of the school.

UN Rights of the Child

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

1. Definition of Special Educational Needs and Disabilities (See Appendix 3)

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be communication & interaction, cognition & learning, social, emotional & mental health, Sensory & physical needs and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

The revised code of practice focuses on meeting these needs within the classroom; all class teachers are responsible for meeting the needs of all children in class. All staff have a responsibility for identifying students with Special Educational Needs and Disabilities (see Appendix 2). Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. If there is a concern, a referral to the SENDCO should accompany a structured and well differentiated teaching programme. The Special Educational Needs (SEND) Code of Practice, which was revised in 2014, provides guidance on the duties of schools, local authorities and others working with children who have SEND must have regard. The Code sets out four areas of SEND:

- Cognition & Learning
- Behavioural, Emotional & Social Development
- Communication & Interaction
- Sensory &/or Physical Needs

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-today activities.

In accordance with 2010 Equality Act this policy acknowledges the schools legal duties under the act, in respect of safeguarding and of pupils with Special Educational Needs. We acknowledge our duty to make reasonable adjustments regarding pupils with disability.

2. Aims

The aim of our Special Educational Needs and Disability Policy is to ensure that:

- We identify and assess children with SEND as early as possible
- All procedures for identifying children with SEND are known and understood by everyone
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND
- Records relating to SEND follow the child through the school, which are clear, accurate and up to date
- We raise staff awareness of and expertise with SEND through INSET
- We work in partnership with parents
- We maintain close links with the support services and other professionals and agencies



- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximised at every stage of their primary school career
- There is adequate resourcing for SEND

3. Roles and Responsibilities

The school's SENDCO is Adele Tong

Link SENDCO's:

Emma Potts – Nursery and Pre School

Paula Johnson – Reception

KS 1 – Adelle Burnicle

KS 2 – Kayleigh Taylor

Valley Road Community Primary School recognises that provision for children with Special Education Needs and Disabilities is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

Head of School:

- Delegate the organisation of SEN provision to the SENDCO
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SENDCo:

- Allocate roles and responsibilities to staff so that special needs are met
- Liaise with staff, support services, parents and pupils
- Report to governors on the needs of the SEND children in her care
- Delegate the organisation of review meetings to the link SENDCO
- Ensure that the needs of SEND children are met within the school
- Play a key role in delivering the strategic development of the SEND policy and provision
- Oversee the day-to-day operation of the school's SEND policy
- Monitor the needs of SEND children together with the class teachers
- Assist with and advise on, the teaching and assessment of children with SEND
- Organise annual and termly reviews
- Ensure Personalised Plans are written and reviewed termly
- Ensure that provision for pupils with SEND is mapped
- Ensure that the impact of SEND interventions is assessed for each pupil
- Meet regularly with the Head teacher to discuss individual children, resources and use of time
- Give advice on the level of support and on appropriate resources and strategies to support learning
- Ensure that the school's SEND register & provision map is updated termly
- Lead the annual review of the Special Educational Needs and Disabilities Policy
- Liaise with support services including Educational Psychology, Behaviour Support, CAMHS, SALT, Paediatrician and any required agency in consultation with the Head teacher, class teachers and parents
- Meet with parents and pupils to discuss support, individual needs and individual progress
- Report to governors annually
- Work in conjunction with the class teachers and support staff
- Lead INSET on SEND in school

Link SENDCO:

See Appendix 1 for specific roles and responsibilities

Class teachers:

- Identify the Special Educational Needs and Disabilities of individual children in their class
- Know which pupils in their class are on the SEND Register and at what stage
- Maintain an SEND file for their class reflecting this information for each individual child and copies of all relevant Personalised Plans
- Write individual Personalised Plans for pupils with SEND



- Ensure that Personalised Plans are reviewed with the parents (and child if appropriate) at least three times a year
- Ensure LSAs support pupils appropriately
- Ensure that the SENDCO are aware of children's needs
- Provide learning experiences which are appropriate to the needs of the child
- Attend appropriate INSET and courses

Learning Support Assistants:

Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the SENDCO
- Keep records of work as requested
- Support children in class or by withdrawing individuals and small groups
- Attend INSET and courses where appropriate
- Be aware of the school's SEND policy

Local Academy Council (LAC):

- A member of the LAC to have responsibility for the implementation of the SEND policy
- Be fully involved in developing and monitoring the SEND policy
- Have up to date knowledge about the school's SEND provision, including funding
- Know how equipment and personnel resources are deployed
- Ensure that SEND provision is an integral part of the school
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4. SEND Support

Arrangements for Identification of Special Educational Needs:

See Appendix 2 – Graduated Approach

See Appendix 3 – How are children with SEND identified?

Level 1 – School Support (Previously School Action (SA) and Early Years Action (EYA))

We aim to identify children with special educational needs as early as possible in their school career. When a class teacher identifies a child with SEND s/he should inform the SENDCO. If a class teacher has concern about a child these concerns will be discussed in the first instance with the SENDCO and Head teacher during Data Meetings, the class teacher will monitor the child's progress or behaviour for a period of time. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child. The triggers for intervention through Level 1 support could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment
- Has sensory or physical problems, continues to make little or no progress despite the provision of specialist equipment
- Has a communication and/or interaction difficulty
- Presents persistent emotional or behavioural difficulties

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENDCO about whether the child needs to go on the SEND register at Level 1. The SENDCO will then write to the



parents about the child's needs, offering them a visit if required. A decision may be reached at that meeting to begin Level 1 School Support, in which case the child's name must be entered on the SEND Register / Provision Map and the class teacher must include that pupil in a SEND file for that class. Children at this stage should be offered extra support from within the schools resources, including outside agencies and this will be recorded on a provision map.

Level 2 - SEND Support

At Level 2 external support services, both those provided by the LA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on Personalised Planning targets and accompanying strategies.

The triggers for Level 2 support include:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Interventions put in place at Level 1 have had little or no impact on learning or progress

Progression to Statutory Assessment – Education Health Care Plan (EHCP):

If after advice from the EP and other professionals, the school and parents consider that help is needed from outside the school's resources the SENDCO will request Statutory Assessment (EHCP) by the Authority. Papers are forwarded to the SEND Team, who with the Panel will decide whether to proceed with Statutory Assessment.

An Education, Health and Care plan (EHC plan) describes a child's Special Educational Needs and Disabilities (SEND) and the help they will get to meet them. An EHC plan also includes any health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people with high support needs.

EHC plans replaced Statements of Special Educational Need and Section 139 Learning Difficulty Assessments (LDA) on 1 September 2014.

EHC plans are for children who need a high level of support, who have a special educational need or disability that cannot be met by the support that is usually available at their school. Local Authority should carry out an EHC needs assessment. When this assessment is finished the local authority must decide whether to issue an EHC plan.

Prior to making a request for statutory assessment the school will have the following information available

- ☑ Action followed at School Support and SEND Support
- ☑ Pupil's Personalised Plan's
- ☑ Records and outcomes of regular reviews
- ☑ Information on the pupil's health and relevant medical history
- ☑ Level of attainment (including reference to P-levels)
- ☑ Other relevant assessments reports from external agencies and specialists such as support teachers and Educational Psychologists
- ☑ The views of parents
- ☑ The views of the child



The Local Authority will review the EHC plan at least once every 12 months. This must be done in partnership school, parents, other agencies involved and the young person. The local authority will decide whether to keep the plan as it is, make changes, or cease to maintain it within four weeks of the review meeting.

5. Review

Personalised Plans including review meetings

All pupils on the SEND register and Provision Map at Level 1 - School Support, Level 2 - SEND Support or with an Education Health Care Plan must have a Personalised Plan. These Personalised Plans must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. This should ideally be done at Parents Evenings, if not a separate time will need to be made. If a pupil is making good progress the Personalised Plan review can be used to consider removing a child from the SEND register. Alternatively, if targets have not been met and all the required support has been in place and if we continue to have concerns will have a separate meeting with class teacher, SENDCO and any outside agency involvement. This meeting will be the first part of the process to move the pupil to the next step on the register from Level 1 (School Support) to Level 2 (SEND Support) or Level 2 (SEND Support) to a request for Statutory Assessment, EHCP (Level 3). There must be clear evidence of support the pupil has been given to enable them to make progress. Over the period of a year SENDCo will attend review meetings for all children on SEND register. SENDCo will hold termly reviews for any children causing concern or who are likely to be considered for EHCP. Any parents of children attending SEND Provisions within school will meet with SENDCo termly.

Personalised Plans include:

- Individual targets
- Programme of support
- Monitoring progress arrangement
- Exported outcomes
- Evaluation / next steps
- Date of plan and when the plan is to be reviewed
- Name, DOB, stage, area of need

Annual Reviews of Education Health Care Plans

If a child has a Statement of Special Educational Needs or Education Health Care Plans they must be reviewed annually. The Annual Review will be chaired by the SENDCO. Reports will be submitted by the class teacher and any specialist services working with the child. If there are concerns about the progress or behaviour of a pupil with a Statement then an Annual Review can be held at any time during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the Statement or Educational Health Care Plan. In the unfortunate event of a pupil with a Statement facing Permanent Exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

The meeting will consider the following questions

- What are the child's current levels of attainment in literacy and numeracy?
- What progress has the child made towards meeting the overall objectives set out in the statement?
- What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the Personalised Plan?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the statement necessary?
- Should the LA be recommended to cease to maintain the statement?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?
- The Secondary School SENDCO is also invited to any Y6 Statement / EHCP reviews.



6. Transitions

As pupils on the SEND register progress to secondary school the SENDCo will liaise with the various receiving schools. This will include inviting the SENDCo from the secondary schools to Y5 & Y6 Annual Reviews and arranging visits for pupils and parents to look at prospective schools. This will include specialist provision in the case of some pupils with statements or Education Health Care Plans.

7. Recording procedures

Once a child has been entered on the SEND Register / Provision Map records are kept in SEND filing cabinet. Records are accessible to all teachers and involved professionals in consultation with the SENDCo. Current Personalised Plans are kept in Teachers SEND files, stored on the one drive and uploaded onto CPOMS.

8. Facilities for children with special educational needs and difficulties

There are several intervention spaces available within school, used on a daily basis by specialist teachers, HLTA's, teaching assistants and outside agencies for group and individual support sessions linked directly to Personalised Plans.

9. Monitoring

Monitoring of progress of all children with SEND will be carried out on a termly basis with class teachers and SENDCO. Impact of interventions will be evaluated and altered accordingly.

Criteria for evaluating the success of the school's SEND policy

The policy is reviewed where there are changing circumstances and at least once a year. The next planned review will be September 2019. INSET needs are reviewed regularly. The SEND Link Councillor visits the school to monitor the progress and provides feedback to the Local Academy Council.

Monitoring will consider the following

- Is there effective communication between staff, parents and SEND co-ordinator?
- Are the Personalised Plans addressing the needs of the children?
- Are the children achieving?
- Are we identifying children's difficulties early and quickly?
- Do we make full use of our SEND resources?
- Are parents happy with the provisions for SEND children?

Author: Adele Tong
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Also see

SEND Information Report

How are SEND Children Identified?

SEND Info for Parents



Appendix 1

Adele Tong SENDCO – Overall Strategic Lead

- Monitor SEN Provision across school (lesson observations and progress)
- Provision Map and Census
- EHCP – applications and reviews
- Monitor quality and impact of Personalised Plans
- Manage Specialist Services (Ed Psych, Helen Hughes, Trisha Spence, Dawn Baxter)
- Self-Evaluation and School Improvement Plan
- Submit referrals to outside agencies
- Liaise with Link Governors

Line manage Key Stage Link SEN persons including monthly meetings

Key Stage Link SEN people

Emma Potts – Pre School and Nursery (plus review and EHCP meetings and referrals to outside agencies)

Paula Johnson – Reception

Adelle Burnicle – KS1

Kayleigh Taylor – KS2 and Rainbow Room

Key Stage Link People Responsibilities

- Ensure Personalised Plans are completed and uploaded on to Share Point and CPOMS
- Gather information prior to meetings
- Arrange and attend SEN meetings (not EHCP / high need) and upload meeting notes to CPOMS and alert AT
- Act upon actions from meetings and requests of professionals
- Liaise with teachers regarding Case Studies and One Page Profiles
- Gather evidence for referrals to outside agencies e.g. CYPS, CAMHS, Paediatrician, SALT, Language and Learning

Incorporate SEND into progress meetings and discuss strategies and impact of interventions

Admin - Joanne Curtis

- Scanning and uploading of post – alerting AT and relevant Key Link Person to documentation
- Support Key Stage Link People with arranging meetings, uploading of documents etc
- Continue to maintain SEN files

Take minutes of EHCP and high need meetings



Appendix 2

A Graduated response to SEND

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher is responsible for different work for all the pupils.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register at Level 1 (School Action) is considered. The teacher responsible for the child informs the SENDCO of the concern.
Stage 1 School Support (School Action)	The child is placed on the SEND register at Stage 1 (School Action). Appropriate interventions are identified and parents/carers are informed.	Additional and/or Different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. Personalised Plans are written which are reviewed regularly.	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
Stage 2 SEND Support (School Action Plus)	The SENDCO requests advice from an external agency. An individual Personalised Plan is devised from the additional guidance given and is agreed with parents/carers. The teacher involved delivers the plan of action.	Personalised Plan is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The Personalised Plan is reviewed regularly.	Majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.

EHCP would be applied for if progress was not seen at Stage 2.



Appendix 3

Definitions of Terms

Cognition and Learning

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia and dyspraxia.

Behaviour, Emotional and Social Development

Children may be withdrawn or isolated, disruptive or disturbing, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

Communication and Interaction

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Sensory and Physical

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.