

VAUGHAN PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

Date of Policy: Autumn 2019
Date of Review: Autumn 2020
Next Review: To be reviewed annually

Policy Review Dates

Review Date	Changes made	Shared with staff
Autumn 2019	Reviewed and updated with the new website details of the local offer in Harrow. Page 7 – Information reported on how we monitor children. Page 12 – Information strengthened in relation to the EHCP process	Autumn 2019

This policy should be read in conjunction with the school's SEND policy, Safeguarding and Child Protection policy, Accessibility and Action plan, Looked After Children policy, E-Safety and Acceptable Use of ICT Systems policy, Female Genital Mutilation policy, Preventing Radicalisation and Extremism policy, Intimate Care Policy, Attendance policy, Behaviour policy, Anti-Bullying policy, Positive Intervention policy, Safer Recruitment policy, Staff Code of Conduct, Whistleblowing policy, Supporting children with medical conditions policy, Complaints Procedures, Drug and Alcohol Education policy, PSHE policy, Equality policy and plan, Health and Safety policy, Assessment policy and other linked policies and risk assessments

Vaughan Primary School Special Educational Needs and Disabilities policy

Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice for 0 to 25 years (Updated 2015).

SEN Provision

Vaughan Primary School is committed to upholding the UNCRC Rights of the Child and especially Articles 23, 28 and 29. We identify pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice. **(DfE, September 2014 and 2015)**

This defines SEN as;

xi. 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.

xii. 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

xvi. Many children and young people 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 normal day-to-day activities’.

Part 1: Introduction

Our school provides special educational provision for pupils who require “special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” Page 15

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Guiding principles

- At Vaughan Primary School, we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality, are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives of the school’s SEN policy

- We will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this:

- The views of the pupil will be sought and taken into account
- Our parents have a vital role to play in supporting their child’s education
- Our pupils with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to ensure all pupils’ needs are met
- A pupil’s special educational needs will be identified early
- Provision and progress for our SEN pupils will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health and Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

Where a SEN is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular reviews of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Assistant Head teacher with responsibility for inclusion in conjunction with the SEN Representative from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

Roles and Responsibilities

Governing Body

The Governing Body has an identified Governor to have oversight of Special Educational Needs provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements. At Vaughan Primary School, this role is undertaken by Katherine Hoyle.

Head teacher

The Head teacher and SENCo ensure the effective day to day operation of the school's special educational needs policy. The SENCo and Head teacher will identify areas for development in Special Educational Needs and contribute to the School's Development Plan.

Special Educational Needs Coordinator

The school's provision for pupils with SEN will be coordinated by the Assistant Head teacher with responsibility for Inclusion. The Assistant Head teacher with responsibility for Inclusion, has an important role to play with the head teacher and governing body in determining the strategic development of SEN policy and provision in the school. At our school, the Assistant Head teacher is part of the school leadership team.

The Assistant Head teacher has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care Plans.

The Assistant Head teacher provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The Assistant Head teacher is aware of the provision in the Local Offer and is able to work with professionals, providing a support role to the family to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the Assistant Head teacher with responsibility for Inclusion are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- being the Designated Safeguarding Lead for safeguarding and Designated teacher for Looked After children
- advising using the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCo.

Admission arrangements for pupils with SEN who do not have an Education Health and Care Plan

The admission arrangements for pupils with SEN who do not have an EHCP are the same as for other pupils.

Facilities for pupils with SEN at the school including facilities which increase/assist access to the school by pupils who are disabled

The school seeks to comply with the 2010 Equality Act and makes reasonable adjustments where possible.

Facilities include:

- The installation of a lift to enable access to the first floor in the Junior School. Any children are supervised by a member of staff at all times when using this.
- The installation of additional disabled toilet facilities on all floors in the Infant and Junior buildings with changing facilities.
- Wide corridors to facilitate wheelchair access.
- Visible signage in the school building and grounds
- Accessible parking is always available.
- Provision of dedicated disabled parking spaces in the main carpark.
- Adjustments to intercom levels and gate and door push/pull bars.
- The building is wheelchair accessible.
- Handrails on stairs.
- A physical environment that is safe and welcoming.
- Space for small group work and individual work for targeted learners.
- Sound system in Main Hall.
- Support for parents at parent consultations, for example an interpreter to translate or a BSL Interpreter.

Part 2 : The school's procedures for the identification, assessment and provision for all pupils with special educational needs

SEN Funding

The school's SEN provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEN register, it is because their additional needs are significant and they require additional support that the school may fund up to an additional £6k. In exceptional cases, the school can apply to the LA for top up funding. Pupils who have an Education Health and Care Plan will have an agreed package of support from the Local Authority through the Personal Budget arrangements.

Identifying and meeting the needs of pupils with special needs

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from Teaching Assistants or specialist staff. Where a pupil is not making adequate progress, teachers, the Assistant Head teacher and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

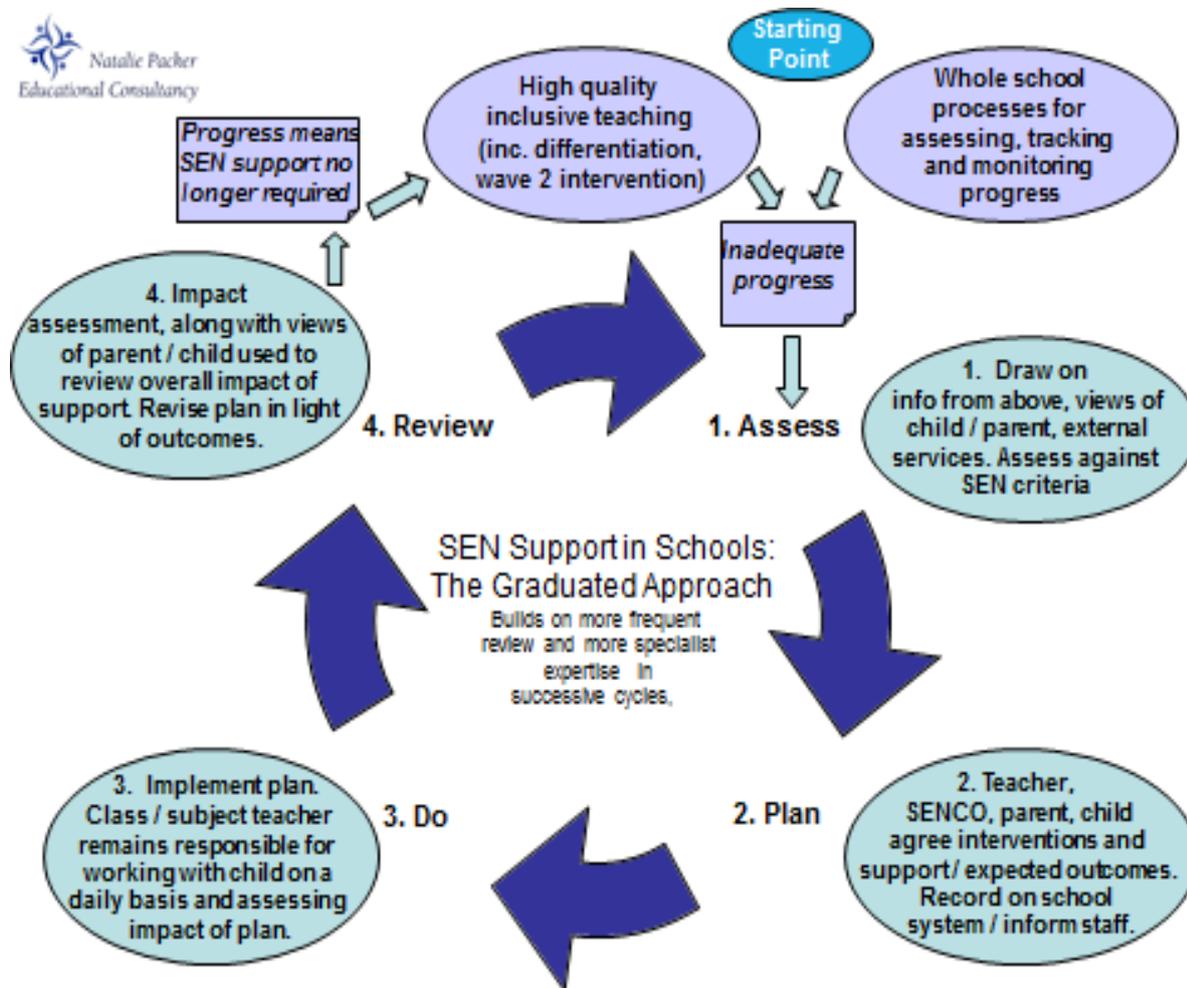
High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEN.

Monitoring

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.
- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENCo should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

The identification of SEN will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2014 Code of Practice requirements, the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEN: (with thanks to Natalie Packer, **Natalie Packer Educational Consultancy www.nataliepacker.co.uk/**)



Action by class / subject teacher (prior to involvement of the Assistant Head teacher). Class / subject teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Will not have assumed difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point the Assistant Head teacher is consulted, as to whether the pupil should be placed on the school's SEN register.

Special Educational Needs register

The decision to place pupils on the school's SEN register will be considered based on the following:

- Pupils are unable to make appropriate progress and involves experts advising on a personalised plan, specialist assessment, advice on new strategies, additional support
- There is evidence of little progress over time, child is working below age related expectations and not making progress and/or there are serious cognition/social & emotional/physical/sensory/communication/ interaction difficulties. Class teacher provides evidence that in class support and differentiation and wave 2 interventions have not made a significant improvement

The Graduated Response

This will be led by the Class teacher in partnership with the Assistant Head teacher.

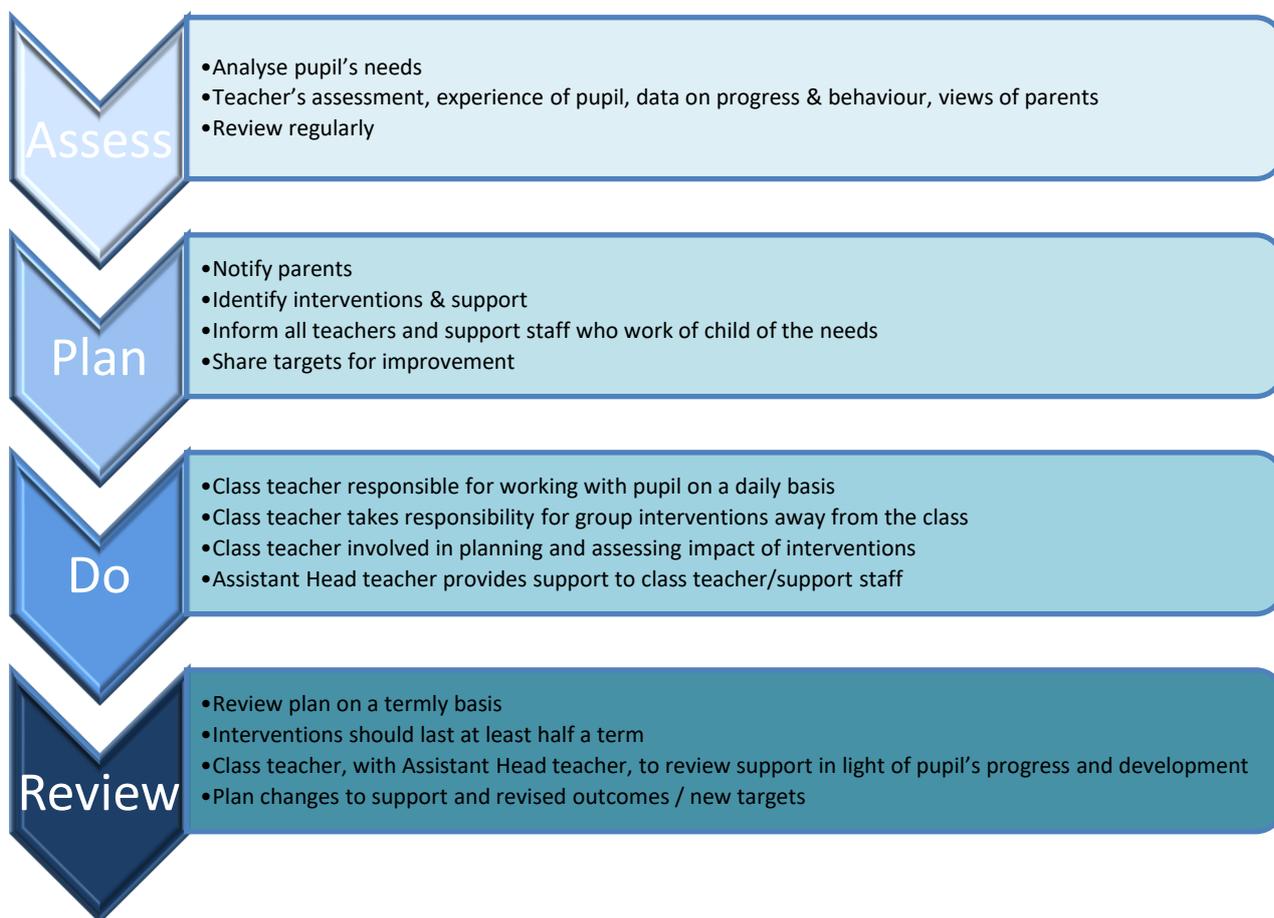
It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates, this is because special educational needs are providing a barrier to learning.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents, a support plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that;

- External agencies will be contacted and will see existing records and carry out their own assessments
- Assistant Head teacher/class teacher/ will consider a range of approaches/materials including ICT
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older pupils, and young people, targets around preparing for adulthood).
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)



The termly review meeting

This meeting will involve the parents, class teacher and Assistant Head teacher. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

These discussions will be enabled to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

The school's provision map

The school maintains a provision map of the support, arrangements and interventions available to ensure that pupils with SEN can access learning and maximise their achievements.

Identification and Assessment of Special Educational Needs

At Vaughan Primary School, we have an agreed approach to the identification and assessment of SEN taking into account the nature of the special needs. Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials. The main source of outside agency support is from the Local Authority or the school's own commissioned professionals. This could be from the Educational Psychologist, CBT Therapist, Drama Therapist or Health Professionals such as Speech and Language Therapists, physiotherapists etc. Informed parental permission is required before such consultations can take place.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. The school has access to the following professional agencies:

- Educational Psychologist
- Speech and Language Therapist
- Visual Impairment Team
- Hearing Impairment Team
- ASD Advisory teachers
- School Nursing Team
- Cognitive Behaviour Therapist
- Drama Therapist
- Occupational Therapy
- Early Help
- Harrow Horizons
- CAMHS
- Support from specialist schools

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Education Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's Special Educational Needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request, the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Education Health Care Plans (EHCP)

Referral for an Education Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo an Education, Health, and Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Harrow Local Authority (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision made by the Education, Health, and Care panel.

Once a pupil has an EHCP naming Vaughan Primary School, the Headteacher will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually.

If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs, please see the Local Authority's Local Offer on their website.

Where can I find information about the Harrow Local Offer?

The Harrow Local Offer sets out the services and support available in Harrow for children and young adults under the age of 25 with special educational needs and those who are disabled. It also provides information about a young person's transition into adulthood. You can find it by clicking on the link below:

<http://www.harrow.gov.uk/localoffer/>

You will find:

- One place to find information about the support available
- Details about how to access services
- Clear and easy to understand information

Access to the National Curriculum

We follow the new National Curriculum statement on Inclusion as well as the UNCRC Rights of the Child. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEN will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

At Vaughan Primary School, we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil, we provide access to ancillary aids and assistive technology.

Transition

We help our pupils with Education Health Care Plans to move to the next stage of their education as seamlessly as possible and support them in the transition.

Reviewing the success of this policy

The governing body will publish information on our website about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014

WEBSITE SUMMARY – INFORMATION MUST INCLUDE

1. How the school meets a range of SENs
2. How the school identifies and assesses SEN
3. The name and contact details of the Assistant Head teacher with responsibility for Inclusion
4. How the school works with parents
5. The curriculum offer for SEN pupils and how the school differentiates
6. An example of the school's provision map for supporting the needs of pupils with SEN
7. The school's approaches to teaching and learning for pupils with SEN
8. Links to relevant policies – SEN, Equality policy, Accessibility, Medical (including responsibility for individual Health Care Plans for pupils with Medical conditions)
9. Arrangements for engaging with pupils and parents
10. Arrangements for preparing for transition
11. Expertise and training of staff
12. Engaging with the wider curriculum, for example sports or arts provision
13. Pastoral care for pupils with emotional and social SENs
14. Arrangements for pupils with SEN who are Looked After Children
15. Links with external agencies
16. Who to talk to re SEN
17. How to make complaints
18. How the school contributes to the LAs local offer
 - a. Weblink to the LA Local Offer for accessibility to parents/carers
 - b. How parents and young people can request an assessment for an EHC plan
 - c. Arrangements for travel to and from schools, post-16 institutions and early years providers

The school will continuously monitor and evaluate the working of the SEN policy, gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools

Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with Special Educational Needs concerning the provision made at the school

Any complaints from parents of pupils with Special Education Needs concerning the provision made at the school, should be made through the school's complaints procedures as set out on the school's website.

Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school

Arrangements for Professional Development for all staff, including SEN staff and Teaching Assistants, in relation to Special Educational Needs

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the Assistant Head teacher

The role played by the parents of pupils with Special Educational Needs

All parents and carers of pupils with Special Educational Needs at our school are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision

To make communications effective, staff at Vaughan Primary School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

The pupil's views will always be ascertained (Article 12), but this may not be through direct discussion with the pupil. Pupils will be enabled and encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

Links with other schools

Liaison with regard to the successful transition of pupils with SEN is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the Assistant Head teacher.

Transition from each key stage

The receiving teacher and the child's class teacher meet in the summer term to discuss the needs and provision for children identified as having SEN/EAL or who are vulnerable learners.

This information is then shared with relevant staff.

During the summer term, an induction programme is planned for SEN/EAL and vulnerable learners who are transferring from a key stage. These consist of meeting the staff and carrying out activities in order to meet staff and familiarise themselves with the new environment.

Transition from Primary School to High School

The Assistant Head teacher liaises with the High Schools to ensure that they are fully aware of the needs of the children transferring so that they can implement appropriate support transition programmes.

An induction programme is organised for all year 6 leavers. There is one High School visit for all of year 6 at the end of the summer term. In addition, extra visits are arranged for those children who would benefit, e.g. SEN and vulnerable children and support from the Learning Mentors is provided for individual pupils.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs

The school has contact with the following services and organisations

- Educational Psychology
- Speech and Language
- Occupational Therapy
- Physiotherapy
- School Nursing Team
- Cognitive Behaviour Therapist
- Drama Therapist
- Early Help
- Harrow Horizons
- CAMHS – Children and Adolescent Mental Health Service
- Support from specialist schools

Contact is coordinated by the Assistant Head teacher with responsibility for Inclusion.

This policy will be reviewed and updated annually. The Assistant Head teacher with responsibility for Inclusion will also report annually to the Governing Body concerning the effectiveness of the policy.

Abbreviations and Acronyms

SEND – Special Educational Needs and Disabilities

ASD – Autistic Spectrum Disorder

LA – Local Authority

EHCP – Education Health and Care Plan

SENCo – Special Educational Needs Co-ordinator

EAL – English as an Additional Language