



Vernon Primary School

Policy for Special Educational Needs and/or Disability

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 facilities of a kind generally provided for others of the same age in mainstream schools.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching.

SEND Code of Practice 2014

Guiding Principles

At Vernon Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for our children whatever their needs and abilities. Our school believes that each child and adult within the school community is unique, has rights and responsibilities and should be treated equally and with respect, in accordance with the whole school policy on equal opportunities and the guidelines on racial equality.

Our guiding principles ensure that we set suitable learning challenges, respond to pupils' diverse learning needs and aim to remove potential barriers to learning for individuals and groups of children through:

- valuing all children in our school equally
- having the same aims of education for pupils with difficulties and disabilities as for all pupils
- believing that good special needs practice is good practice for all pupils
- believing that all children are entitled to succeed

The whole school approach to this policy reflects the full participation and co-operation of all staff at Vernon Primary School. There is a continuum of needs and provision that can be met and made in a variety of ways, ensuring that children with special educational needs will receive the greatest possible access to a broad and balanced curriculum including the National Curriculum. Children will be educated alongside their peers as much as possible and where appropriate. They will be fully included with their year group in their mainstream class setting, with additional support provided by a teaching assistant where necessary.

Pupils with Special Educational Needs and/or Disability (education, health and/or social needs)

Pupils with Special Educational Needs are identified as having additional needs which present as a barrier to learning. These needs can highlight an educational, health and/or social need (see list below):

- generalised learning difficulties
- specific learning difficulties
- major or minor sensory deficits and associated learning problems
- emotional/behavioural/adjustment problems that may be the result of learning difficulties
- physical difficulties
- speech and language difficulties
- processing difficulties

Identification of Pupils with Special Educational Needs and/or Disability

The school is committed to the early initial identification of special educational needs. Initial identification of needs is made using information from:

- Health or Social Services on the child's admission to school.
- Liaison with the child's pre- school setting (often involvement of the EMAG (Early Years Multi Agency group).
- Class teacher observations.
- Attainment/progress data (school's tracking grids).
- Monitoring performance and development in different areas.
- Standardised tests covering reading, comprehension, spelling and numeracy, where necessary.

Roles and Responsibilities

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

Specific roles

SEND Consultation team are as follows:

Mrs Sarah Kiely

SENDCO (Special Educational Needs Co-ordinator)/Deputy Head/Deputy Safeguarding Lead

Mrs Joanne Carvell

Headteacher/Deputy Safeguarding Lead

Miss Karen Wood

Pastoral Manager/Safeguarding Lead

Mrs Kerry Walmsley

SEND Team Support/Deputy Safeguarding Lead

Mrs Stella McNeil

Assistant Headteacher

Mrs Penny Brammar

Foundation Stage Leader

Mrs Sarah Tootell

Assistant Headteacher & Key Stage One Leader

Mrs Karen Johns

Lower Key Stage Two Leader

Miss Zoe Wildig

Upper Key Stage Two Leader

Mrs Ashley Hickson

Chair of Governors

Mr James Woodham

SEND Governor

Governing Body

The School Governing Body has a specific responsibility to ensure that the necessary provision is made for any pupil with regard to the Special Educational Needs and Disability Code of Practice.

Head teacher

The Head teacher has responsibility for the day- day management of all aspects of the school's work, including provision for pupils with special educational needs and/or Disability. The Head teacher keeps the Governing Body fully informed and works closely with the school's SEND team.

Special Educational Needs Co-ordinator

The SENDco has responsibility for:

- Ensuring all pupils, including those with special educational needs and/or disability, receive their full educational entitlement and have access to the whole curriculum.
- Managing staff – teaching assistants, non teaching staff e.g. timetabling, delegation of tasks, advising, supporting, monitoring.
- Management of interventions and development of alternative teaching strategies and individual programmes as necessary.
- A strategic overview of SEND and Inclusion throughout school, including planning, policy writing, provision mapping.
- The preparation and management of Needs Assessment paperwork.
- The organisation, attendance, chairing and administration of Annual EHCP Reviews and multi –agency meetings.
- Preparation of referrals and attending meetings with a range of external agencies.
- Meeting with parents and carers.
- Managing the transition process between educational settings and Key Stages.
- Tracking pupil progress using all available data and evidence alongside the assessment co-ordinator.
- Initiating and carrying out assessments.
- Contributing to and overseeing the setting of additional learning objectives/targets for individual pupils.
- Special arrangements for end of key stage tests.
- Overview of CPD for staff, governors and parents/carers.
- Providing training or contributing to EP (Educational Psychology)/CEAT (Cheshire East Autism team) clusters/networks.
- Liaising with key external agencies on a regular basis.
- communicating with Governors including the SEND link Governor

The Pastoral Manager

The Pastoral Manager works closely with the SENDco becoming involved in and many of the areas stated above. As part of her role she provides programmes of support for individual and groups of pupils addressing their emotional, social, behavioural and cognitive needs.

The Pastoral Manager is also responsible for writing Emotional Health plans for individual pupils (some of those pupils have already been identified with SEND/additional needs), where necessary, alongside parents/carers. The targets are then reviewed on a regular basis alongside the parents/carers and pupil. This is in line with the Emotionally Healthy Schools Agenda in Cheshire East.

SEND Team Support

The role of the SEND Team Support staff is to work closely with the SENDco in the management of key processes linked to identification of pupils with SEND/additional needs, production of action plans and provision maps and liaison with key external professionals offering their support for pupils in school.

The SEND Team support staff also provide additional consultation opportunities where further advice and support is provided for teachers when discussing the needs of individual pupils.

The Class Teacher

All teachers are teachers of children with special educational needs and/or disability and plan adaptations to the curriculum to meet their needs, within the classroom wherever possible to promote inclusion. They are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with special educational needs. The class teacher is responsible for:

- Monitoring individual pupil progress and identifying areas of concern. This may include attending relevant SEND meetings.
- Liaising and discussing with parents/carers with regard to concerns.
- Using effective learning strategies to meet the needs of the individual.
- Liaising with the SENDco, SEND Team Support staff and Pastoral Manager, where appropriate.
- Assessment and regular evaluation of the individual child's progress.
- Writing of year group/individual provision maps in consultation with the SENDco.
- Setting additional learning objectives/SMART targets for individual children (involved in writing 'First Concerns' and SEND Support plans).
- Communicate and engage with parents/carers to discuss individual plans (First Concerns/SEND Support plans).
- Communicate/meet with external agencies where appropriate.
- Reporting on progress made at relevant review meetings.

Parents/Carers

Partnership with parents/carers plays a key role in promoting a culture of co-operation between parents/carers, school, the Local Authority and others. This is essential in enabling children with Special Educational Needs and/or Disability to achieve their potential. Parents/carers as valued partners are actively involved in supporting and encouraging their child. They discuss their child's needs with the class teacher and are involved in meetings, setting and reviewing targets, working with/alongside outside agencies where required. Any parent/carer of a child with special educational needs may contact a parent partnership organisation for independent advice (CEIAS, Cheshire East Information Advice and Support www.ceias.cheshireeast.gov.uk).

Parents/carers can access a 'local offer policy' on the school website to gain a detailed picture of SEND practice in our school. The policy refers to the day to day practice of SEND in school with reference to the following headings:

- Identification
- Teaching, learning and support
- Keeping students safe and supporting well being
- Working together and roles
- Inclusion and accessibility
- Transition
- Additional information

The Child

It is very important for the child to be involved in the process of setting and reviewing their own individual learning objectives/targets to further support their learning. This takes place through discussion with the class teacher and parents/carers. Where appropriate, individual pupils may be invited to attend review meetings.

Admissions and Inclusion

The Governing Body follows the Local Authority admissions policy. Pupils with Special Educational Needs and/or Disability are admitted on the same basis as all other children. Our school is committed to inclusive practice.

Allocation of Resources

Allocation of SEND resources is defined by Element 1, Element 2 and Element 3 which are strands of funding.

For those children who meet the threshold for element 2 and 3 funding, additional support will be provided in school. This may include additional intervention work, processing assessments and where necessary one to one support.

In addition to the above, those children supported by Element 3 funding may meet criteria for a Needs Assessment for an Education, Health and Care Plan.

Assessment of Pupils with Special Educational Needs and/or Disability

The school undertakes a variety of on-going assessments linked to the school assessment scheme (related to cognitive and emotional development).

An external professional who carries out 'processing' assessments is sometimes used to gain a more detailed analysis of a child's processing skills compared to their cognitive ability. The assessment focusses on a child's ability with word reading, sentence comprehension, spelling, maths computation, verbal skills and visual problem solving skills. Results of assessments are also shared with parents/carers.

The SENDco works closely with various external professionals in order to meet the needs of individual pupils in school (Physiotherapists, Occupational Therapists, Speech and Language Therapists etc...). Children with a high level of need receive regular visits from external professionals who are continually assessing and reviewing their needs.

The SENDco/SEND Team Support staff meet half-termly with one of the Educational Psychologists at Cheshire East and a specialist from CEAT (Cheshire East Autism Team) to discuss the assessment and provision of individual children in school. Following in-house consultation, a profile of the child is presented at a group consultation meeting alongside other SENDcos from the local area. The specialists offer advice and support which is scripted into an individual action plan. Parents and Carers consent to this process and are provided with the agreed targets and actions. The plan is then reviewed and new targets agreed if required. The specialist from the Cheshire East Autism Team can then visit the individual child in school to carry out observations and provide a record of visit with further actions should the need arise.

The school uses the Engagement Model as an assessment tool to support pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has five areas: *exploration, realisation, anticipation, persistence and initiation*. Each of the five areas are interrelated and provide a focus on how well pupils are achieving a specific outcome or individual development target as set out in their EHC plans or high-needs funding agreements. The five areas of the Engagement Model are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all five areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept. The Engagement Model allows us to focus on a child's engagement as a learner and create personalised learning pathways, especially for our children with complex learning difficulties and disabilities.

The Engagement Model observation sheet will be used by teachers and support staff to record observations of the child within the five areas, as they encourage natural behaviour and reactions to a range of stimuli or activities while also noting what they see. The Engagement Model observation sheet will form part of a child's SEND Support Plan (where appropriate), so that progress can be monitored termly as part of the plan, do and review process.

Other assessment processes are used to assess specific needs and provide bespoke targets. The AET (Autism Education Trust) progression framework is used to track and set targets for some children with Autism. The Boxall Profile is another tool which is used to assess children's social, emotional and behavioural development.

Identification of pupils with SEND/Additional needs

Catch up

Catch up pupils are not classed as pupils with SEND, but include pupils who have been identified as displaying an area of additional educational need to accelerate learning. These pupils will need additional support and intervention. Support/interventions and booster sessions for **catch up pupils** will be usually led by the class teacher using 'quality first teaching' teaching techniques and strategies.

Some **catch up** pupils with a greater level of need will be targeted by the class teacher in consultation with the SENDco or a member of the SEND Team Support staff. Planned interventions will be put in place to provide further support, aiming to increase the rate of progression in a particular subject area/areas or to improve social/emotional and behavioural needs.

Additional provision for **catch up** pupils will be recorded on a 'year group' provision map (written and reviewed by the class teacher) on a termly basis.

Some pupils who do not respond quickly to the support and interventions provided will require an additional level of support.

Through consultation with the SENDco, such pupils will be either provided with further learning objectives which are defined on a 'First Concerns' plan leading to a SEND Support plan should the need arise.

The Graduated Approach (Cheshire East SEND Toolkit)

The Cheshire East SEND Toolkit is referred to and accessed throughout the Graduated Response. The Toolkit includes advice and resources linked to the areas of need listed below. Beginning with initial identification of SEND, this graduated approach enables pupils' needs to be met through different stages listed below:

First Concerns;
SEND Support;
Complex needs;
Specialist Needs.

Using the Graduated Approach means recognising that there is a continuum of need and that needs are met through the addition of increasingly specialist interventions as the level of need increases. There are six areas of need outlined in the Toolkit:

Cognition and Learning;

Communication and Interaction;
Social, Emotional, Mental Health;
Sensory Impairment (VI, Visual Impairment);
Sensory Impairment (HI, Hearing Impairment);
Physical Needs.

Quality First Teaching

Through inclusive practice across the school all children receive quality first teaching in the class setting. The effective inclusion of all pupils in high quality, everyday, personalised teaching is planned for on a daily basis.

First Concerns (Early Identification)

First Concerns (not officially SEND) is where a child appears to be behind expected levels or where a child's progress gives cause for concern. Teachers consider all the information about the child's learning and development against the areas of need identified in the SEND Toolkit (local authority). Teachers meet with parents/carers to formulate a plan targeting specific provision for individual pupils. The First Concerns plans are reviewed on a termly basis or more frequently, depending on the pupil's needs.

SEND Support Plan

A SEND Support Plan is a detailed document outlining specific targets for the individual pupil, including advice from external agencies.

This document will be compiled by the class teacher in consultation with key members of the SEND Team Support staff. Parents/carers will contribute to the process in written form and via regular meetings (at least termly - additional to parent-teacher consultation evenings).

For a child identified as requiring a SEND Support plan, the teacher will also write an individual provision map which identifies the level of support a child is receiving (hours). The provision map is assessed and reviewed termly alongside the SEND Support plan.

Education, Health and Care Plans

(cognitive, health and/or social/emotional needs)

For pupils with a high level of need (pupils receiving at least 12 hours of individualised support provided by school) can qualify for a Needs Assessment to be carried out by key professionals at Local Authority level. Educational psychologist involvement is required.

Once an EHCP plan is agreed and in place, targeted provision is put in place for the individual child; the plan is reviewed annually through a formal process. This process includes parents/carers, teachers, SENDco and external professionals providing support for the individual child. The individual support is also detailed in individual SEND plans in the form of a SEND Support plan alongside an individual provision map which are both reviewed on a termly basis.

Staff Development and Partnership

A whole school approach to Special Educational Needs and/or Disability has been adopted. In house and local authority training opportunities contribute to developing aspects of this approach. There is access to outside agencies such as the Educational Psychologist Service, Health Service, Social Services and Educational Welfare Services. The SENDco meets each term with the Educational Psychologist, CEAT (Cheshire East Autism Team) and other SENDcos within the PDA (Poynton, Disley and Adlington) cluster.

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