



Special Educational Needs Policy

Adopted: November 2022

Review date: November 2023

The Special Educational Needs Co-ordinator is Hannah O'Hara

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School Mission Statement

“We value personal strengths and strive to support children to enable them to achieve their full potential.”

UNICEF Gold Rights Respecting School Statement

As a Rights Respecting School we recognise that our safeguarding, child protection duties and our responsibilities reflect international human rights' standards, as expressed in the United Nations' Convention on the Rights of the Child (UNCRC).

As duty bearers, we will uphold the rights of every child in our school. We will always have the best interests of the child at the heart of all our decisions, so that all of our children have the right to protection, regardless of their age, gender, race, culture or ability.

At Valewood Primary School we do our very best to ensure that all children with SEND get the support they need to make progress. We have high expectations of all children and teachers will work from children's prior attainment and personalise their targets accordingly. Any areas of difficulty are identified and addressed as soon as possible. Good quality teaching is provided and the learning environment and lessons teachers provide take into account barriers to learning, learning styles and interests of children to ensure children's individual needs are met. Every teacher at Valewood is a teacher of every child or young person including those with SEND.

Valewood is an inclusive school that provides for children with a range of difficulties including:

- Communication and interaction difficulties
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs
- Cognition and learning needs

Definition of Special Educational Needs and/or Disabilities (SEND)

Taken from section 20 of the Children and Families Act 2013

“A child or young person has special educational needs if he or she has 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-

- (a) has a significantly greater difficulty in learning than the majority of other of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally others of the same age in mainstream schools or mainstream post-16 institutions.”

A child under compulsory school age has a learning difficulty or disability if he or she fall within the definition of (a) or (b) above or would do so if special education provision was not made for them.

New legislation (The Children and Families Act 2014) enacted on 13th March came into force September 2014. A new SEND Code of Practice also accompanies this legislation.

More details can be found on the Department for Education’s website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with ‘Education, Health and Care’ (EHC) Plans. These plans are being supported by the Educational, Health and Care Plan Pathway.

1. Aims

- To ensure that all learners’ individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
 - To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make positive progress.
 - To recognise and record students’ strengths and successes to encourage a positive self image.
 - To ensure the staff with management responsibility, and individual members of staff, accept responsibility for the planning, organisation and provision of appropriate educational materials and resources for pupils with individual special needs.
 - To record, monitor and evaluate the impact of Pupil Premium funds on progress and report to parents/carers and the Governing Body.
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2. Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
 2. To work within the guidance provided in the SEND Code of Practice, 2014
 3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
 4. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy and form part of the school’s senior leadership team
 5. To provide support and advice for all staff working with special educational needs pupils
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3. Responsibility for the Co-ordination of SEND Provision



- To work closely with the key people involved with children including parents/carers, teachers and outside agencies to ensure children's needs are being met
 - Ensuring parents are supported and involved in their children's learning, plans and the reviewing of progress
 - The SENDCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of provision made for individual children with SEND
 - To work closely with the Headteacher, Senior Leadership Team and Governing Body in determining how SEND is catered for
 - To liaise with teachers in order to monitor provision provided and support planning for further interventions
 - To contact a range of external agencies in order to access specialist advice and support in order to help pupils overcome any difficulties
 - Providing specialist advice and training to ensure all staff are skilled and confident about meeting a range of needs.
 - Supporting successful transition to a new class or school.
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4. Arrangements for Co-ordinating SEND Provision

The SENDCO will hold details of all SEND records for individual pupils.

All staff can access:

- Valewood SEND Policy
- SEND Identification Register
- Valewood SEND Offer
- Information on individual pupils with Special Educational Needs including SEND Support Plans, Class Correspondence Sheets and SEND Surgery documents
- The SENDCO will hold half-termly SEND Surgeries with all teachers.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities.

This ensures that every staff member has up to date information about all pupils with special educational needs and their requirements, which will enable them to provide for the individual needs of all pupils.

Teachers will have training and access to resources in order to provide good 'high quality teaching'. Teaching is monitored through regular subject leader monitoring and this can take the form of mock deep dives, work book scrutinies, collection of pupil and teacher voice and through learning/environment walks.

5. Specialised SEND Provision

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.



6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements.

7. Identification of Pupils' Needs

- Concerns are raised by the child's class teacher or a parent/carer or the child
 - Strategies will be put in place to support the child in the area of need such as booster interventions.
 - If there is a change in children's progress a discussion will take place between the class teacher and the SENDCo.
 - Children's progress is continually assessed, monitored and discussed between the Senior Leadership Team and the class teacher during pupil progress meetings, these meetings will identify pupils who are not making expected progress and therefore require more targeted support.
 - A pupil is identified as having SEND if, in order for them to make progress, they require additional or different support to the schools 'high quality teaching' and 'enhanced high quality teaching' ethos.
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8. High Quality Teaching

At Valewood, we all agree that our provision of a minimum offer in terms of 'high quality teaching for all' is non-negotiable. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate differences in learning. For example, through approaches such as: visual timetables; clear classroom organisation; differentiated curriculum tailored to children's level of attainment or development; multi sensory approaches to learning; interactive learning opportunities; adaptations to the learning environment to suit cohort or individual pupils and many more approaches. Methods will vary depending upon the learning needs of the pupils.

9. A Graduated Approach to SEND Support

The process for implementing SEND support is described in the new Code of Practice as the 'Graduated Approach' and has four stages:

i. Assess

School will gather all information available to gain an accurate picture of the child's needs. This could include teacher, pupil, parent and outside agencies and will provide information such as attainment, learning styles, and projected targets. A Record of Concern is completed initially and used to discuss primary concerns with the relevant personnel.

ii. Plan

A 'SEND Support Plan' will be put into place to outline strategies that will be used in order to achieve specific measurable outcomes.

SEND Surgeries will record support a child is receiving in terms of interventions as part of the 'High Quality Teaching' offer and the impact the interventions have had. A child who is not making progress or very small steps of progress may have a more bespoke SEND Support Plan. Parents and children's views will be considered during the devising of a SEND Support Plan which will include: inclusive teaching approaches that are effective to enhance pupil's learning; identified interventions to achieve specific targets and the impact of these interventions.



iii. Do

Once pupils have a SEND Support Plan, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions. They will be accountable for the outcomes and, should they feel the plan is not working at any time, need to ensure they talk to the SENDCo for further advice.

iv. Review

A review will take place within a timescale, interventions will be evaluated along with the view of the child and parents. The plan can be adapted or a new one devised to enable the pupil to achieve their next steps in learning. At the review, further options may be put into place and advice or assessment may be requested from outside agencies. Top-up funding may be requested from the Local Authority if the cost of support goes beyond the £6,000 threshold provided by schools. This is accessed through a high needs application which shows an efficient plan that is likely to succeed. Parents and/or school can apply for an Educational Health Care Assessment if the pupil is still not making progress, despite the school taking a graduated approach with relevant actions over time.

10. Managing Pupils on the SEND Register

1. Teachers/ parents/ other agencies will assess a child's needs and gather information. Conversations will be had between the class teacher, SENDCo and Headteacher during pupil progress meetings.
2. The class teacher will make adjustments and adaptations to remove barriers to learning and support children's needs. (We call this High Quality Teaching.)
3. If HQT is in place and children are still not making sufficient progress, interventions will be put in place, the child will be discussed at SEND surgeries and parents will be informed. (We call this Enhanced High Quality Teaching).
4. The Record of Intervention will be reviewed, if there are still concerns the teacher will fill in a record of concern and outside agencies/ SEND support service may be called upon for further advice. Parents will be involved in this process and a SEND Support Plan will be devised for the child. (At this stage, the child will be added to the schools SEND Support Register).
5. The school has a responsibility to provide the first £6,000 of support for a child with SEND or a disability.
6. Following this if the school are spending over £6,000 and still not meeting the complex needs of the child, school will apply for an Educational, Health Care Plan (EHCP), through consultation with parents.
7. Through the EHCP, the child can then access funding and specialised support channels – specific to their needs. The SENDCo will cost up the finalised EHC plan to secure funding, where necessary/appropriate.
8. In the event of exceptional circumstances, the SENDCo can request specialised HNF outside of the EHC process through communication with SENIS. For example, if a child presents with a sudden onset medical diagnosis, which requires support, this channel of obtaining funding would be utilised.



11. Roles and Responsibilities

The role and responsibility of the class teacher;

- The teacher is responsible for providing 'High Quality Teaching (see page 5 for explanation) including adapting and refining the curriculum to respond to children's individual strengths and needs.
 - Monitoring progress of pupils and identifying, planning and delivery of any additional support/interventions.
 - Contributing to support plans for pupils with SEND and creating targets for children in order for them to make progress.
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12. Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All staff attend regular training in order to support individual's needs and continually update knowledge and understanding of various areas of SEND.

The school's SENDCo regularly attends the Local Authority's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

13. Monitoring and Evaluation of SEND

Teachers will have training and access to resources in order to provide good 'High Quality Teaching'. Teaching is monitored through regular Senior Leadership Team observations and planning is scrutinised on a termly basis to ensure it consistently meets the agreed standard.

Pupils with identified needs will either be discussed at half-termly SEND Surgery meetings or be in receipt of a 'SEND Support Plan' both of which are regularly reviewed, developed and enhanced. It is expected that any such strategies would be employed on a regular basis and the SENDCo will ensure, through observations, that strategies are being implemented in classrooms. Class teachers will closely monitor the interventions in place and the SEND Surgeries/ SEND Support Plans will be looked at closely too and their impact monitored.

Collated: post-consultation by SENDCo - Mrs Hannah O'Hara

November 2022

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