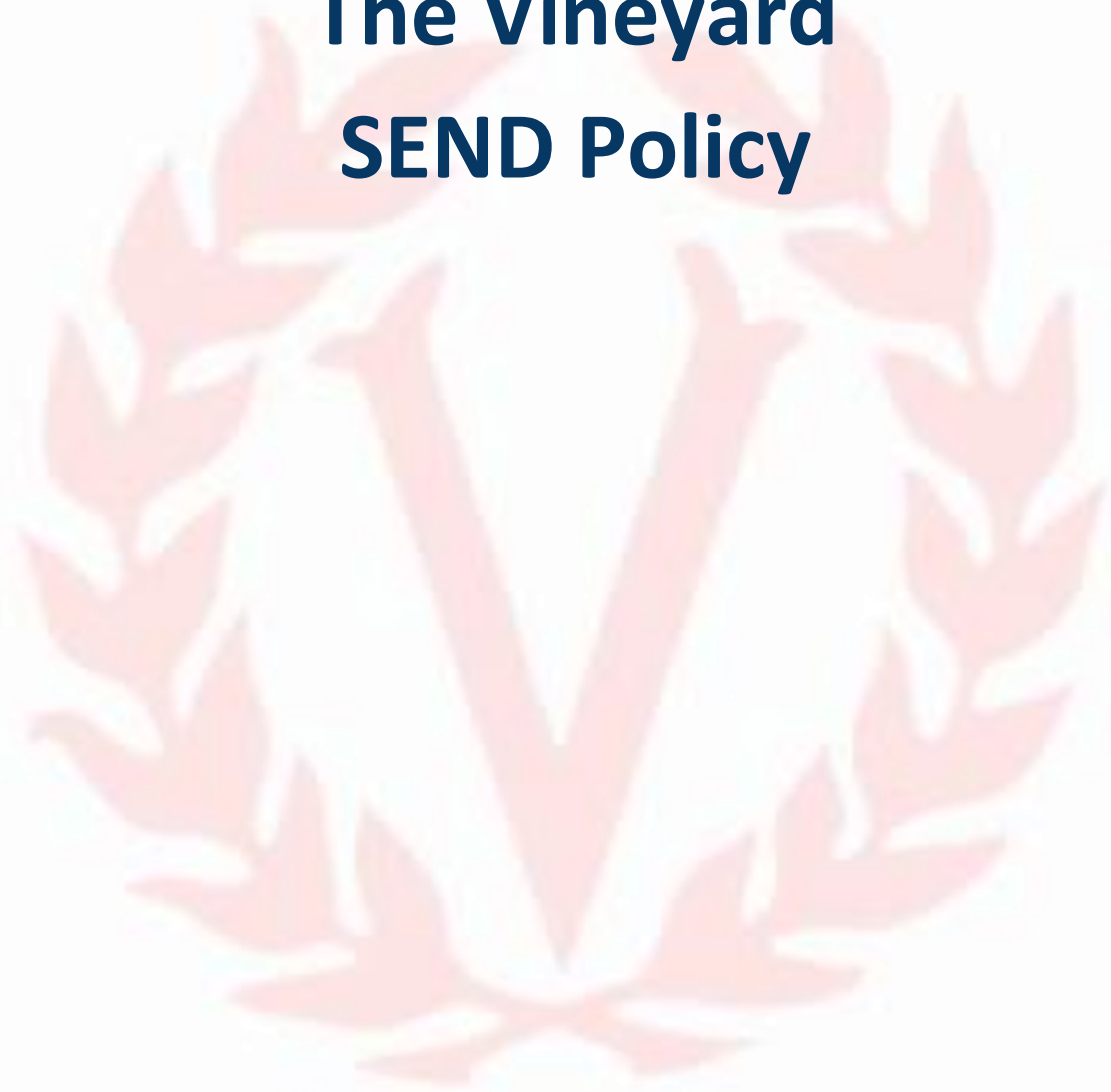


The Vineyard SEND Policy



Approved by: Full Governing Board **Date:** December 2025

Last updated on: December 2024

Next review due by: December 2026

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The Vineyard School SEND Policy

This policy is primarily intended as a framework for school staff to understand school processes, duties and procedures for children with SEND at The Vineyard.

The SEND Report to Parents clarifies all areas of SEND provision and can be read separately from or in conjunction with this policy.

Mary Qualter and Amy Jackson make up the SENCo team at The Vineyard, with Amy working Monday to Thursday and Mary working Wednesday to Friday. Mary holds qualified teacher status and the National Award for SEN Coordination (NASENCO) and has been working at The Vineyard since 2014. Amy joined The Vineyard in 2024 and has previously worked as a SENCo, holds qualified teacher status as well as a PGCert in children and family mental health and wellbeing and is currently completing the National Professional Qualification for SEN Coordination (NPQSEN).

Tarnia Houllier, our Specialist Resourced Provision (SRP) lead, has a postgraduate certificate in education (PGCE) and has been teaching for over 30 years with 18 of those years spent here at The Vineyard School. Tarnia has significant experience of working with children with additional needs and an extensive knowledge of the requirements of Early Years and KS1.

The Vineyard is an inclusive primary school that aspires to meet the needs of a wide range of pupils within a mainstream setting and the school promotes and values the ethos that all teachers are teachers of special educational needs. All teachers and staff have high aspirations for all pupils and our values of **Caring, Curious and Courageous** underpin our rich, nurturing and enabling environment where access for all is a priority in every classroom.

A specialist resourced provision for pupils with social communication difficulties (including autism) and mild to moderate learning difficulties opened in September 2023. Pupil places are allocated by the local authority's SEND Panel. For more information, please see our SRP page on the [school website](#).

This policy is written in line with the requirements of:-

- part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- the Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies

- The Behaviour Policy
- The Equality Statement
- The Accessibility Policy
- The School's SEND Report to Parents
- The Local Offer from Achieving for Children (LBRUT)

This policy was developed using best practice guidance and key staff and governors were consulted. It is reviewed annually.

Definition of SEN

The Special Educational Needs Code of Practice 2014 states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability, which prevents or hinders them 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.

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All teachers and support staff at The Vineyard ensure that all pupils have the necessary support to access and fully participate in all areas of learning, both inside and beyond the classroom. This can mean that some pupils require support that is additional to and different from their peers. All special educational provision is underpinned by high quality teaching for all children.

At The Vineyard we aim to make provision for every kind of frequently occurring special educational need. These include:

- speech and language difficulties
- autism spectrum disorder
- specific learning difficulties- dyslexia, dyscalculia
- social emotional and mental health difficulties
- sensory impairment
- physical difficulties
- dyspraxia and sensory difficulties
- attention deficit hyperactivity disorder (inattentiveness, hyperactivity and impulsiveness or combined type)

There are other kinds of special educational and medical needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can also be met.

The school also currently meets the needs of pupils with Education, Health and Care Plans with the following kinds of special educational need:

- autism spectrum condition
- sensory impairment
- speech and language disorder
- general learning difficulties
- social emotional and mental health needs

Decisions on the admission of pupils with Education, Health and Care Plans are made by the Local Authority's SEN panel and the school will be asked to consider whether or not they can deliver the provisions described in Section F of the plan.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

Identifying special educational needs at The Vineyard

At The Vineyard class teachers monitor the progress and attainment of all pupils regularly through a combination of age appropriate formative and summative assessment. Where pupils have an identified special educational need, additional monitoring may be undertaken by the SENCo and/ or by outside agencies.

The principle of early identification and intervention underpins our approach to supporting those pupils who may need extra help. Where teachers and /or parents have concerns around a pupil's progress and attainment, the class teacher will consider further strategies within the whole class quality first teaching provided for all. It is the responsibility of the pupil's teacher to use their expertise and knowledge of the child, to ensure that needs are met and any barriers to learning are removed. The class teacher may also take advice from the SENCo so that ideas, strategies and interventions can be explored that can support better access and progress. Sometimes, the SENCo team, together with the teacher and parents, may decide that a more detailed assessment of needs is required, in order to clarify what provision that is additional to and different from quality first teaching should be put in place. At this point, the pupil will be identified as having a special educational need and included on the school's SEND Profile as having SEND support.

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Pupils on the SEND Profile will have a Learning Plan that the class teacher devises collectively with the pupil and with parental and SENCo input. It is the class teacher's responsibility to review these with parents / carers and the pupil each term. This plan follows the Assess, Plan, Do, Review model which means that needs are clearly identified and strategies and goals are planned with everyone involved, including the child. The plan will also detail the provision needed to enable good progress, together with how and when progress, both academic and holistic, will be reviewed.

Where a pupil makes good progress and gaps close, we will consider whether or not they still have a special educational need and whether or not inclusion on the SEND Profile is still necessary.

All teachers and support staff who work with the pupil will be aware of the support and provision that should be in place. Where this goes beyond the classroom, the class teacher will make sure that all adults are informed of any adjustments that need to be made.

If, in spite of the school's best endeavours, the child continues to have difficulties accessing learning, making expected progress or presents with needs that are not being successfully remediated by the interventions and approaches the school has put in place, the SENCo may request involvement from external services to support and advise on a pupil's needs. We can seek advice from the following services but these professionals are not all able to offer direct work with children and families.

- educational psychology
- speech and language service
- the emotional well-being service
- occupational therapy
- physiotherapy
- the Education Inclusion Support Service
- child and adolescent mental health services
- the Educational Service for Sensory Impairment

Evaluating the effectiveness of the provision made for all pupils with SEND

The SEN Code of Practice (2014) describes adequate progress as progress that:

- is similar to that of children of the same age who had the same starting point
- matches or improves on the pupil's previous rate of progress
- allows the attainment gap to close between the pupil and children of the same age

Regular monitoring and review will focus on the extent to which planned goals have been achieved. Class teachers will share progress towards the goals with parents/carers at family teacher meetings twice a year, in the autumn and spring terms. Pupils are also encouraged to attend these meetings with their parents/carers. All parents/carers of pupils with SEND are given twenty minutes, rather than ten minute appointments to ensure that the Learning Plan is thoroughly discussed. There is a third meeting in the summer term where the Learning Plan is reviewed again with parents/carers and the pupil and goals are set for the next academic year. Teachers work with their pupils to review their goals, plan new targets, identify what is going well for them at school and where they would like more support.

Where pupils have an EHCP, pupils are also invited to an Annual Review Meeting, where they deliver a presentation to celebrate the previous year's achievements and successes. Annual Reviews are attended by the school, the parents, the child and frequently by one or more external professionals such as the educational psychologist, speech and language therapist or occupational therapist. Information will be made accessible to and helpful for parents. The class teacher and SENCo will give clear, up to date and holistic feedback on the child's progress against both the long term outcomes of the EHCP and the smaller steps, that are the goals for the year. Teachers will make a significant contribution to this meeting, providing a detailed picture of academic progress and attainment, but also informing the meeting of the successes and any challenges beyond learning. Teachers will discuss other assessment measures, such as the pupil wellbeing survey, to create a holistic picture of how the pupil is progressing. The class teacher and/or support assistant/s will also have worked with the child on their presentation.

The attainment and progress data for all learners with SEND will be scrutinised and shared with the governing body.

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Every pupil in the school has their academic progress tracked termly through the use of formal and teacher assessment. Teachers make judgments of all pupils' attainment and progress using a combination of these measures. Children with an identified SEND may have adjustments such as additional time, a quiet space to sit tests or a reader. The school also uses and pays good attention to the pupil wellbeing survey which looks at pupils' attitudes to both themselves and school and from this teachers can look at pupils' feelings about school and about themselves as a learner. This is very important information to consider when planning support and inclusion for pupils with SEND. The school conducts regular progress meetings, where class teachers meet with a member of the headship team and look at pupil data and review progress. Children needing further support are identified and referred to the SENCo. Pupils with identified special educational needs may also have additional summative and formative assessments to support monitoring of their progress and the impact of any interventions. Where pupils are not reaching age expected levels of attainment in maths, reading and writing, it is likely that adequate progress is not being made. Where gaps in attainment are evident and not being narrowed through current provision and support, the progress meeting will look at what can be done to enable pupils to accelerate progress and close any gaps. Where pupils are achieving at a level that is significantly below age expected, close attention will be given to bespoke, formative progress measures that target specific areas of need.

The SRP is regularly reviewed by AfC's Lead School Improvement Advisor for SEND, Sarah Herbert, in collaboration with the Inclusion Team at Achieving for Children (AfC). These reviews evaluate the effectiveness of the provision and identify clear next steps for development. This process ensures that all pupils are able to access education appropriately and make progress towards their individualised targets, in alignment with the SCERTS framework.

The Vineyard's approach to provision for pupils with SEND

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage, the school uses a range of quality first teaching strategies that comprise the minimum expected of class teachers in providing access for all across the school. These strategies include but are not limited to:

- effective use of working walls and displays to scaffold learning ie spellings, examples of calculations, vocabulary, visual information
- visual timetables
- Zones of Regulation and calm corners to support social emotional and regulation needs
- dyslexia friendly adjustments such as tinted boards, spelling banks, age appropriate sound mats
- provision of movement breaks or sensory aids when needed
- planned seating both at tables and on the carpet
- flexible deployment of additional adults
- use of emotion coaching
- displays and use of Colourful Semantics

The class teacher is responsible for ensuring that they and their environment fully support all pupils to attain and be included in all aspects of school life and learning.

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We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a coordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions and will work carefully with parents and medical professionals to ensure that physical and emotional needs of pupils with medical needs are fully met.

Adaptations to the curriculum and to the environment

At The Vineyard we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies and provisions described in Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

Trips and extra- curricular activities

All clubs, trips and activities offered to pupils at The Vineyard are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. Risk assessments are always carried out for children with SEND or other high needs. This will involve consideration of a range of possible barriers and may also involve teachers meeting with the SEND team ahead of choosing trips, when it would be sensible to do so. All risk assessments for individual children will be approved by school and parents. Adults supporting trips and specific children will be sensitively and effectively deployed and, where possible, children will often be involved in these decisions. The school will make every effort to accommodate the pupil's needs, preferences and any anxieties, in order to provide full access to any trip. Where a destination cannot make sufficient adjustments to mitigate risks, a new trip will be identified.

A range of clubs and sports activities are offered by both the school and private providers; reasonable adjustments will always be made to include children with SEND. Where pupils have full time learning support to meet their needs, funding for one to one assistance does not extend beyond the school day. In these instances, the school works closely with parents to remove barriers to attendance and to find a creative solution.

Support for improving the emotional and social development of pupils with special educational needs

At The Vineyard we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching i.e. PSHE, assemblies, Circle Time and indirectly with every conversation adults have with pupils throughout the day. The Vineyard has completed The Attachment Friendly Schools Award and practises a whole school emotion coaching approach.

For some pupils with the most need for help in this area, we also can provide the following:

- work with a trained Emotional Literacy Support Assistant (ELSA)
- external referral to CAMHs
- external referral to the Emotional Well- being Service
- small group nurture work.

Pupils with identified emotional and social needs related to their special educational needs, will be sensitively supported to enable them to develop and mature appropriately.

Children and young people with SEND are more likely to experience bullying so it is important to ensure that they report any behaviour that concerns them. Peer support systems are in place and all staff are regularly updated on the SEND needs of children within the school. The school values of **caring, courageous and curious** explicitly remind all children of their responsibility to look after each other and also to speak up for

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themselves and others where unkindness is witnessed or experienced. The school responds firmly and immediately to any instances of bullying and restorative conferencing is used throughout the school. Difference and discrimination are addressed throughout all key stages and the whole curriculum. Inclusion forms a key part of classroom organisation and peer support. If, in spite of all of these protective factors, SEND based bullying takes place, the parents of the perpetrators are asked to attend a school meeting and a sanction will be given to the child/ children.

Pupil and parent/carer views

We are interested in hearing parent/carer and pupil views. Pupils are regularly offered opportunities to discuss their support and provision with their class teacher and SEND team; they also contribute to the formal reviews of their progress and where possible, their wishes and requests are acted upon. Questions on SEND are included in the Parent Survey.

Staff training

All teachers and teaching assistants take part in a range of professional training, both within and outside of school, that increases their understanding of the main SEND needs at The Vineyard. Staff are also encouraged to identify their own particular areas for development through the school's appraisal system and where a training need is identified, we will find a provider who is able to deliver it. Training providers we can approach are outreach teachers from our local special schools and provisions, educational psychologists, speech and language therapists, occupational therapists, private training organisations and Achieving for Children.

Specialist equipment

Some children at The Vineyard may have special educational needs that require them to access specialist equipment to support their physical and/ or learning access. Where this is the case, the school endeavours to work with families to ensure that funding for any necessary aids is sourced, training is arranged and relevant professionals regularly review their impact and suitability.

Concerns and complaints

The same arrangements for the treatment of complaints at The Vineyard are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, the phase leader or the Headship team to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website)

The school website contains the SEND Report to parents which gives further information on the processes and procedures for The Vineyard School as well as links to the local authority's local offer

https://kr.afcinfo.org.uk/local_offer

The SENDIASS worker can support parents through the statutory assessment process and with looking at and considering settings for their child.

- o Tel: 0808 164 55227
- o Email: info@RKsendiass.co.uk
- o Web: rksendiass.co.uk

Transition

At The Vineyard, transitions both to and from other schools as well as annual class changes, are carefully supported. More details of our approaches are found in the SEND report to parents on our website.

This policy should be read in conjunction with The Vineyard's SEND Report to Parents which is found on the school's website and can be made available as a hard copy.