



## **The Vineyard School Parent Information: Special Educational Needs and Disability Report 2020/2021**

This report can be read in conjunction with The Vineyard School Special Educational Needs and Disability (SEND) policy, which can be found here [www.vineyard.richmond.sch.uk/current-parents/policies](http://www.vineyard.richmond.sch.uk/current-parents/policies).

All Richmond maintained schools have a broadly similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils make the best possible progress in school and be given the greatest chance to reach their potential.

All schools are supported to be as inclusive as possible, with the needs of pupils with special educational needs being met in a mainstream setting whenever appropriate and where this reflects the wishes of the families.

Where parents wish to send their child to The Vineyard, the admissions process is the same as for children without additional needs, except where pupils have an Education Health & Care Plan (EHCP). In such cases parents need to contact the SEND department at the London Borough of Richmond and ask for a place at The Vineyard to be offered. The school will then be sent papers detailing the child's needs together with a request to consider whether or not these can be met within the setting.

All parents who are considering The Vineyard are invited to attend a tour of the school. Parents of children whose special educational needs and / or disability are already established, should book an individual meeting with the Assistant Head to discuss these and any provision that the school can offer.

The local offer of services provided by the local authority via Achieving for Children can be found at [www.afclocaloffer.org.uk](http://www.afclocaloffer.org.uk).

### **Who are the best people to talk to at The Vineyard about my child's difficulties with learning or special educational needs or disability?**

#### **The SEND team:**

- **Assistant Headteacher (AHT): Inclusion – Mrs Charlotte Axbey.**  
Contact details: [caxbey@vineyard.richmond.sch.uk](mailto:caxbey@vineyard.richmond.sch.uk)
- **Assistant SENCo – Miss Mary Wakefield.**  
Contact details: [mwakefield@vineyard.richmond.sch.uk](mailto:mwakefield@vineyard.richmond.sch.uk)

#### **Responsible for:**

- Coordinating the support for children with special educational needs or disabilities (SEND), maintaining and developing the school's SEND policy and other statutory communication.

- Monitoring the progress of all children with special educational needs and ensuring that communication with parents is accessible, frequent and responsive.
- Ensuring that staff are trained and equipped to meet the needs of children with SEND through providing advice, training and access to continuous professional development.
- Together with the headteacher and school business manager, ensuring that the financial provision for children with SEND is met and managed effectively.
- Updating and reporting on the school's register of learners with SEND and ensuring that tracking and record systems are in place to evidence progress and provision.
- Liaising with external agencies that come into school to support children with SEND and ensuring that information, targets and outcomes are clear and accessible to parents and children.
- Specialist assessment for learners with specific learning or literacy difficulties.
- Provision and planning for access arrangements where learners have physical disability or environmental challenge.
- Ensuring that access to technological and physical aids is in place and that staff are confident with these.
- Overseeing and managing risk assessments for children with SEND.

#### **Headteacher- Mrs Ruth Whymark**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the governing body is kept up to date with issues both within the school and those that relate to external initiatives that relate to SEND.
- Ensuring that the ethos of the school reflects inclusive practice.

#### **SEND Governor- Ms Fern Carter**

The role of the governor for SEND is as follows:

- To be the key point of contact on the full governing body for matters in relation to SEND policy and procedures.
- To keep up to date with national and local policy development in SEND.
- To bring any changes in these policies to the attention of the relevant committee for discussion and action as appropriate.
- To maintain an on-going relationship with the key member(s) of the Vineyard Leadership Team responsible for SEND.
- To ensure their own knowledge about the designated policy area is up to date by attending appropriate training provided by the local authority and other agencies. To flag up any general training opportunities in this area to the nominated governor for training.
- To liaise with the Chair of the linked governing body committee to ensure sufficient time is set aside for discussion and review of the designated policy area issues on the agenda of this committee.

#### **What are the kinds of special educational needs for which provision is made at The Vineyard?**

The Vineyard is an inclusive school that aims to meet the needs of learners with a range of special educational needs, both physical and cognitive. Currently, the school makes provision for pupils

with complex physical needs, autism, attention deficit disorder, attention hyperactivity disorder, dyslexia, dyspraxia, dysgraphia, anxiety, cerebral palsy, oppositional defiance disorder, Tourette's syndrome, obsessive compulsive disorder, PANDAS syndrome and sensory impairment.

### **What are the different types of support available for children with SEND at The Vineyard?**

#### **Class teacher support via excellent classroom teaching also known as Quality First Teaching.**

This means that:

- All teachers at The Vineyard have high expectations for all children in their care.
- A range of methods and approaches are used by all teachers to ensure that all children are involved and included with whole class learning.
- Specific strategies for a learner with SEND, which may be suggested by the SEND team or external specialist, are embedded in classroom practice.
- All teachers have a clear understanding of individual children's progress and attainment and will quickly identify gaps in understanding /learning when these occur.
- All teachers will seek to narrow the attainment gaps through additional class-based support in the first instance.

#### **Small group support**

This means that some children, usually those with a funded **Education Health and Care Plan**, may access a small group or intervention that is run within or outside of the classroom.

- Groups or interventions may be run by a teaching and learning support assistant or the class teacher.
- Groups or interventions are likely to focus on English, maths, speech and language, social skills and friendships or occupational therapy programmes.
- Inclusion within an intervention may mean that your child is identified as having some special educational needs but may also simply reflect the need to provide focused support at that moment in time.
- The aim of groups or interventions is to narrow the understanding and attainment gap for learners.

#### **Individual support and provision**

This means that a learner will be accessing 1:1 support either within or outside of the classroom for some or all of their time within school.

- For most learners receiving individual support, this will be funded via an **Education, Health and Care Plan (EHCP)**. The amount of support and type of professional who will be delivering the provision, is also determined by the EHCP.
  - Where parents and or the school have significant concerns regarding a child's special educational needs, a request will be made for the Local Authority (London Borough of Richmond) to carry out a statutory assessment of their needs.
  - Depending on the severity of need and the amount of support deemed necessary to support the complexity of these, an EHCP may be issued that will allow the school to provide support in addition to that which the child is already receiving.
  - EHCPs are reviewed annually by the school and parents together, sometimes with involvement from the Local Authority. Pupils are encouraged to attend and always contribute their views of school life and their provision. Recommendations are then sent to the SEND department for consideration.

- Other children with high special educational needs will be supported via a **SEND Support Plan**. This will form part of the monitoring of progress and attainment across the pupil's needs. The SEND Support Plan is reviewed termly by parents, pupil and the class teacher. Children with high needs will access some support and this will be determined through careful assessment and review of their progress and needs. Such support will be offered for a fixed period of time and is likely to focus on English, maths or behavioural needs. This support may be delivered by either a teacher or teaching and learning support assistant (TLSA) and on occasion by the SEND team. Support is likely to form part of a process of assessing the learner's level of special educational needs and their response to intervention.
- Some children will access individual support from outside agencies such as;
  - **educational psychology**
  - **family support service**
  - **speech and language service**
  - **occupational therapy service**
  - **physiotherapy service**
  - **sensory impairment team**
  - **primary mental health service**
  - **child and adolescent mental health service.**

The type and intensity of such provision and interventions offered will vary according to need and the packages that each service offers and will also reflect whether or not such provision is included in an EHCP.

#### **How can I let the school know that I am concerned about my child's progress in school?**

- If parents have concerns, they should speak to their child's class teacher initially and this may involve a meeting with the Director of Learning (DoL) for the phase.
- If parents feel that concerns are persisting or feel that they would like more advice, they can make an appointment to see the AHT: Inclusion or email the school for her attention.
- If parents continue to have concerns they may wish to contact the school SEND governor. If necessary, the SEND governor would liaise with, and seek advice from, the local authority (Achieving for Children).

#### **How will the school inform parents if they have any concerns regarding their child's progress or learning in school?**

- The class teacher will ask parents to attend a short meeting to discuss initial concerns; they may invite the DoL or AHT to join them.
- The school will seek parents' input and feedback of any concerns that they may have regarding their child.
- Support that both school and home can give will be planned and a date to review the impact of this will be set.
- The class teacher may decide to make an internal referral and an additional meeting with the inclusion team may be arranged.
- Where special educational needs are suspected as a barrier to progress and attainment, referrals to outside agencies for additional advice may be discussed and planned.

### **How is extra support allocated to children at The Vineyard?**

- The school budget, received from The London Borough of Richmond, includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND, in consultation with the school business manager and school governors, on the basis of needs within the school.
- The Headteacher and the SEND team regularly discuss the progress, attainment and pastoral needs of children with SEND within the school.
- Wider discussions are held at termly SEND Support meetings where class teachers review children's needs and progress with the SEN team.
- Planning for support is made in response to the needs of individual learners and where progress and attainment is a cause for concern.
- All provision and interventions are regularly reviewed.
- Staff training will be offered in response to children's learning needs.

### **Who are the other people providing services to children with SEND within The Vineyard?**

Directly funded by the school:

- Additional Educational Psychology input to allow a wider access to advice and assessment.

Paid for by the Local Authority but delivered in school:

- Educational Psychology Service.
- Sensory service for children with visual or hearing needs.
- Behaviour support service.
- Speech and Language consultation service and advice in addition to support funded under EHCPs (provided by health but delivered by the Local Authority).
- Individual interventions, when required, from the Emotional Wellbeing Service.
- Support for the supervision of the school's trained Emotional Literacy Support Assistant (ELSA).

Provided and paid for by the health service (Richmond and Kingston NHS Trust):

- Attached School Nurse.
- Occupational Therapy and Physiotherapy.
- Training to enable staff to support specific medical needs i.e. diabetes.
- Assessment and intervention from the Child & Adolescent Mental Health Service (CAMHS) & emotional well-being service.

### **How are the teachers in school helped to work with children with SEND and what training do they have?**

- The SEND team are responsible for supporting the class teacher with planning for children with SEND. The school has a rigorous programme of continuous staff development aimed at improving teaching for all children, including those with SEND. This will include training on SEND issues.
- Teaching and learning support assistants (TLSAs) have regular access to professional learning within school. Training may relate to specific interventions or to wider SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

- The AHT: Inclusion holds specific qualifications in SEND related areas including specific learning difficulties (dyslexia).

### **How will the teaching and environment be adapted to meet the needs of a learner with SEND?**

- Class teachers plan lessons according to the specific needs of all groups of children within their class, and they will ensure that learners' needs are met.
- The SEND team will support class teachers and ensure that needs are met and specialist advice and recommendations are put in place.
- Specific resources, strategies and modifications to the environment, where possible, will be used to meet learners' needs.
- Where appropriate, The Vineyard uses individually adapted TEACCH based systems which support environmental challenges to learning.
- Where appropriate, teaching groups may be organised to meet specific needs.
- Teachers at The Vineyard are encouraged to make regular use of the outdoor environment to support the range of learning needs.
- Pupils have inclusive access to all events at school including sports days, performances, creative curriculum and activity days.

### **How will the progress of learners with SEND be monitored?**

- Progress is continually monitored by class teachers.
- Progress is reviewed during SEND support meetings each term with the class teacher and the SEND team.
- If your child is in Year One or above and not yet reaching National Curriculum levels, progress will be monitored through use of the pre-key stage standards. Children with SEND may be working with a support plan that reflects their individual targets and may include targets set through EHCPs, or the goals of outside agencies.
- The progress of learners with an EHCP is formally reviewed at an Annual Review meeting which involves the child and their family as well as all relevant adults and professionals.
- Progress is also monitored by the SEND team through additional standardised assessments, monitoring of progress within groups or individual teaching sessions and by outside agencies where relevant.
- The SEND team uses formative, summative and dynamic assessments to evaluate the effectiveness of the provisions made for pupils with SEND.

### **What support is offered to parents of children with SEND?**

- Class teachers meet all parents to discuss progress at the two parents' evenings held each year. Where a child has identified special educational needs, parents are allocated a longer meeting. Additional meetings can be arranged to discuss concerns and progress and parents can request these via the school office.
- The SEND team is available for meetings to discuss any aspect of support, progress or to advise on concerns or next steps. The SEND team are also available via email and telephone.
- Information from outside agencies will be shared with parents in person where possible or otherwise through a report.
- ClassDojo messenger may be used to support home /school communication, when agreed that this is a useful tool for families.

- The KIDS/ SENDIASS worker (previously parent partnership) can support parents through the statutory assessment process and with looking at and considering settings for their child.
  - Tel: 020 88316179
  - Email: [richmondkingston@kids.org.uk](mailto:richmondkingston@kids.org.uk)
  - Web: [www.kids.org.uk](http://www.kids.org.uk) and <https://www.kids.org.uk/richmond-and-kingston-sendiass>
- Updated details of support services are all detailed on the AFC Local Offer [www.afclocaloffer.org.uk](http://www.afclocaloffer.org.uk)

### **How is The Vineyard accessible to children with SEND?**

- The school is single storey with ramped access to parts of the playground on different levels.
- The school has disability access toileting facilities such as a ceiling tracker hoist, high/low changing bed.
- The school has a designated sensory space that all children can access when this can be a beneficial, calming or restorative experience.
- The school seeks access to specialist equipment for learners when required through the Local Authority and technology providers.
- Extra-curricular activities are available for children with SEND. The sports co-ordinator liaises closely with the class teacher, TLSA and outside provision to ensure all children with SEN, including those with physical barriers, access all Physical Education lessons, onsite clubs and, when relevant, external competitions.
- The school has a designated SEND teaching room which may be accessed by small groups and individuals. Resources for SEND teaching are stored here, ensuring that all teachers can access these.
- View the school's Accessibility Strategy Plan on The Vineyard School website [www.vineyard.richmond.sch.uk/our-school/accessibility-for-all](http://www.vineyard.richmond.sch.uk/our-school/accessibility-for-all)

### **What support is available for improving the emotional, mental and social development of pupils with SEND?**

- All pupils take part in the Pupils Attitudes to Self and School (PASS) wellbeing survey which measures their attitude towards themselves as learners as well as their attitude to school. Teachers use the results to enhance quality first teaching for the pupils in their class. If we are particularly concerned by an individual pupil's results, we will contact and signpost their parents/carers to external mental health services for support or suggest in-school provision where that is both available and appropriate.
- The Vineyard School has a trained Emotional Literacy Support Assistant (ELSA) who provides support to pupils to help them manage their emotions in school.
- Pupils have access to the Educational Psychology service.
- Parents have access to the Child Wellbeing Practitioner who works 1:1 with parents using 'Guided Self-Help' to overcome their child's worries or challenging behaviour.
- The SEND team have an open door policy for pupils and staff.
- The Anti-bullying policy outlines what The Vineyard School do to prevent and tackle bullying [www.vineyard.richmond.sch.uk/current-parents/policies](http://www.vineyard.richmond.sch.uk/current-parents/policies).
- In 2021, The Vineyard School is working towards the Attachment Friendly Schools Award. This will develop the whole school's understanding of attachment and how we can support pupils.

## **How are learners with SEND supported when they move to another class or school?**

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

- When moving to another school
  - We will contact the Special Educational Needs Co-ordinator (SENCo) and ensure that he or she knows about the child and how to meet their needs.
  - We may invite the SENCo to come into school and meet the child and /or the parents within the familiar environment of The Vineyard.
  - We will ensure that records are passed on quickly.
- When moving to another class
  - Class teachers are given specific time to handover information on all learners at the end of each school year.
  - Where a child receives one to one support and the support assistant may be changing, time is given to support this.
  - Support assistants will take time to familiarise the child with new classrooms, adults and routines, both ahead of and after transition.
  - All relevant agency reports relating to the child will be provided for the new class teacher ahead of transition. Training may be put in place to improve class teacher knowledge and skills relating to the learner's SEND.
  - Where a child has an EHCP or recognised high needs, pupil guidelines will be updated and passed on to the receiving class.
  - To ensure that all adults are aware of key children and their needs, each child with SEND has an electronic pupil information file and all year groups are provided with a SEND pupil information file.
- In Year 6
  - The SEND team will either attend the Primary Transition Day or liaise directly with receiving schools and complete early transfer records where necessary in order to share information on children with SEND with the new SENCo.
  - Children with SEND will be offered additional visits to their new school as well as the borough wide transition day. The Vineyard may send an adult to accompany the child where this is viewed as beneficial.