

# **The Vineyard School**

## **SEND Policy 2021/2022**

### **SEND responsibility at The Vineyard**

**Mrs Charlotte Axbey is the Assistant Headteacher for Children and Families and Inclusion Manager.**

She holds qualified teacher status together with diplomas in the psychology of special educational needs and specific learning difficulties. She also holds AMBDA status and is a PATOSS member. Mrs Axbey has been in the SENCO role continuously since before 1 Sept 2009 and is therefore not required to undertake the National Award for SEN Co-ordination. She represents the SEND department on both the leadership and headship teams. Mrs Axbey oversees the management and deployment of those staff members within school who directly support pupils with identified special educational needs.

**Miss Mary Wakefield is the Assistant SENCo and a Reception class teacher. She is also on the leadership team.**

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. There is no enhanced provision at The Vineyard.

The Vineyard believes that all children have a right to high quality teaching within a rich, nurturing and exciting learning environment where inclusion is welcoming, enabling and meaningful.

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 Policy
- 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 will be 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.

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. We use our best endeavours to ensure that such provision is made for those who need it.

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
- behavioural difficulties
- sensory impairment
- physical difficulties
- dyspraxia and sensory difficulties
- attention deficit (hyperactivity) disorder (ADHD & ADD)

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
- cerebral palsy
- sensory impairment
- speech and language disorder
- general learning difficulties

Decisions on the admission of pupils with Education, Health and Care Plans are made by the Local Authority and the school will be asked to consider whether or not they can meet the needs within the environment and capacity.

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 SEND team and/ or by outside agencies.

The principle of early identification and intervention underpins our approach to supporting those pupils who may need extra help. Initially, support is likely to be provided from within the child's year group teaching team. ie teaching assistant led catch up groups or individual targeted sessions.

Despite high quality, focused teaching, however, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised response. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. **At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.**

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified as having any special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. For children who are receiving SEN support, the school operates the Assess, Plan, Do, Review model, as outlined in the SEND Code of Practice, 2015. The class teacher, together with the Assistant Headteacher for Inclusion, will review both academic and holistic progress made termly.

In some cases, it may be relevant to involve additional services to support and advise on a pupil's needs. At The Vineyard, the SEND department may involve one or more of the following services to support progress, attainment or well-being;

- educational psychology
- speech and language service
- the emotional well-being service
- occupational therapy
- physiotherapy

- counselling services
- child and adolescent mental health services
- family support services
- the Educational Service for Sensory Impairment

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

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. Class teachers will share progress towards termly and end of year outcomes with parents/ carers at parent consultation evenings and the Assistant Headteacher for Inclusion will also meet parents where there are additional concerns or questions.

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

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The attainment and progress data for all learners with SEND will be scrutinised and shared with the governing body. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Every pupil in the school has their progress tracked termly and the school conducts regular progress meetings that involve the Headteacher and the Assistant Headteacher for Inclusion. Pupils with identified special educational needs are likely to have additional summative and formative assessments to support monitoring of progress and the impact of any interventions.

If these assessments show that adequate progress is not being made, the support plan and planned outcomes will be reviewed and adjusted.

### **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 employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, small group teaching, use of ICT, specialist software learning packages, occupational therapy clubs, Lego therapy and nurture sessions. These are often delivered by support staff under the close direction of the Assistant Headteacher employed through the funding provided to the school. This is known as 'notional SEN funding'. The class/subject teacher will remain responsible for working with the pupil on a daily basis.

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 co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

### **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 described in statements of special educational needs / 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.

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 ie. PSHE, assemblies, Circle Time and indirectly with every conversation adults have with pupils throughout the day.

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 emotional and social needs because of their special educational needs, will be supported to enable them to develop and mature appropriately.

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

Children and young people with SEND are more likely to be the victims of 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. Lunch staff are encouraged to organise games and equipment that support social inclusion for all children.

### **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, physiotherapists, private training organisations and Achieving for Children.

### **Specialist equipment**

Some children at The Vineyard 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.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision.

**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 Director of Learning, the Assistant Headteacher for Inclusion or the Headteacher 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://www.afclocaloffer.org.uk>

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.

- 02088316179
- [richmondkingston@kids.org.uk](mailto:richmondkingston@kids.org.uk)
- [www.kids.org.uk](http://www.kids.org.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.

Approved by the GB on .....

Next review on.....