

The Vale Primary Academy

SEND Policy

Date issued 19.9.23

EAB Approved

Review Date 19.9.24

SEND Policy 2023 - 2024

Introduction

At the Vale Primary Academy, we believe every pupil with a special educational need or any disability has an entitlement to fulfil his/her full potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making positive contributions and achieving social and economic wellbeing.

The Vale Primary Academy provides a broad and balanced curriculum for all children. Teachers set suitable learning challenges and respond to children's diverse learning needs. The Vale Primary Academy recognise that some children may have barriers to learning that mean they have a special need which may require particular action by the Academy.

Children may have a special educational need throughout or at any time during their school career. This policy outlines the planning, identification, assessment and provision needed for any child who experiences difficulties.

Definition of Special Educational Needs (SEN):

"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 or disability 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."

The Code of Practice 2014 describes four broad areas of SEN:-

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

A pupil may have difficulties in more than one of these areas, but usually there is a primary need with other additional needs. This policy aims to address the needs of these pupils. As a staff, we accept that the responsibility for meeting the educational needs of all students in our classroom lies with us.

The Equality Act of 2010 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term effect on his or

her ability to carry out normal day-to-day activities. Having a disability does not automatically mean that a child will have a special educational need; if it does not affect their access to the curriculum and progress, it is not a special educational need.

Although there are acknowledged links – in some instances – with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

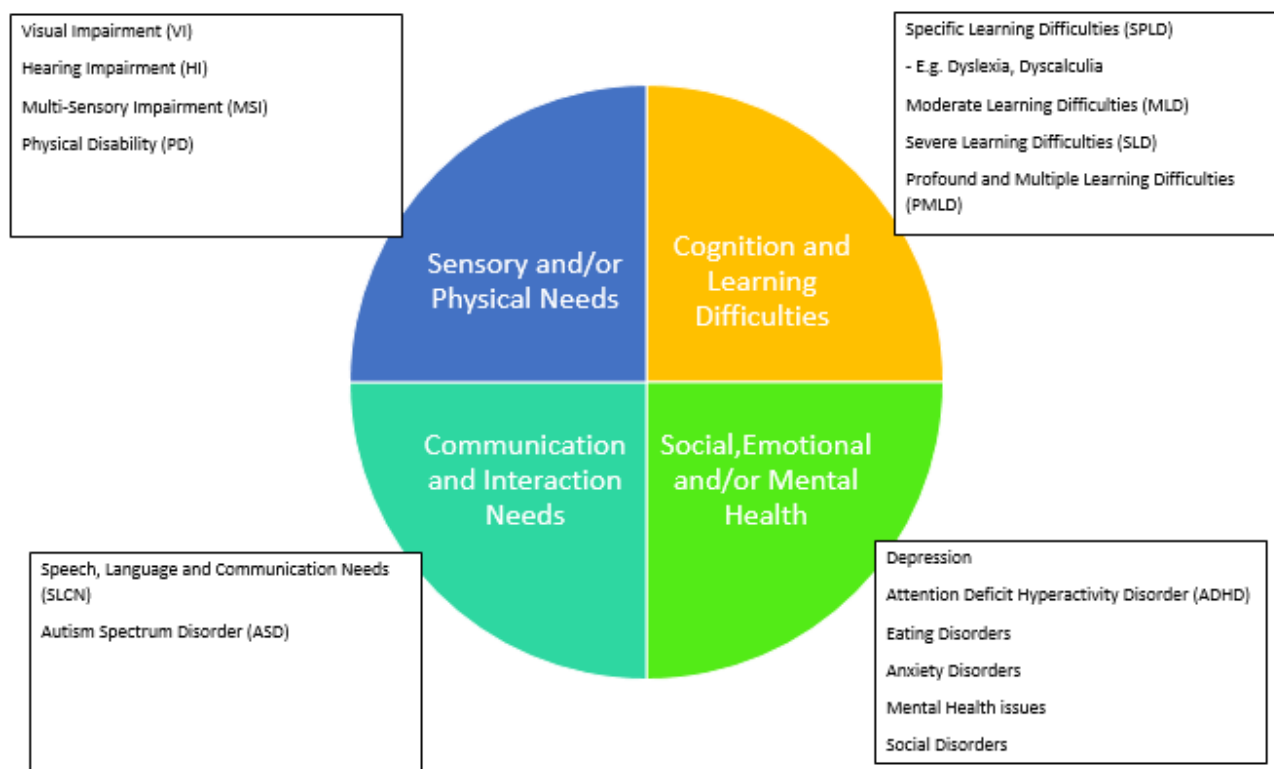


Figure 1 - 4 Areas of Need

Aims

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.
- To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school.
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the academy
- Ensure the Equality Act 2010 duties for students with disabilities are met,
- To take into account the views of the students with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To work with the Academy Advisory Board (AAB) to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective adapted teaching methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Roles and Responsibilities

Class Teacher

All teaching staff are responsible for the identification and initial assessment of children with SEN within their class. The class teacher will make provision for such children and ensure that they have full access to the curriculum.

He/ She is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the barriers are removed throughout the curriculum to meet your child's individual needs.
- Checking on the progress of your child regularly through B-Squared assessments and teacher assessments to identify, plan and deliver any additional help your child may

need (this could be: targeted work, additional support, adapting resources etc..) and discussing strategies with the SENCO as necessary.

- Ensuring that all members of staff working with your child in the Academy (for example TAs, NAPA staff, lunchtime supervisors) are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. It is the teacher's job to oversee this and ensure your children's needs are being met at all times.
- Ensuring that all staff working with your child in the Academy are supported in delivering the planned work/intervention for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Special Educational Needs Co-ordinator (SENCo): (Mrs Rowse)

The SENCo co-ordinates SEN throughout the school.

She is responsible for:

- Co-ordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality learning environment.
- Ensuring that parents are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them.
- Liaising with all teaching staff and other professionals who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, Educational Psychologist, School Nurse etc and feeding this information back to you.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this Academy are known and understood) and making sure that there are excellent records of your child's progress and barriers to learning.
- To provide specialist support for teachers and support staff in the Academy so they can help your child (and other pupils with SEN and/or disabilities in the Academy) to achieve their potential.
- Keeping Graduated Approach documentation up to date with class teacher's support
- Helping with the assessment of children with SEN.
- Maintaining and updating resources for SEN, ensuring that staff have knowledge and access to the materials.

- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our Academy.

Academy Executive Principal (Mr Irving) and Head of Academy (Mr Singh)

The Executive Principal and Head of Academy are responsible for the day-to-day management of all aspects of the school's work, including provision of children with SEN. More specifically they, in liaison with the SENCo, take responsibility for:

- The day to day management of all aspects of the Academy, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENCo and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Academy Advisory Body (AAB) is kept up to date about any issues in the school relating to SEND.
- To establish funding priorities, in line with the delegated SEN budget to ensure provision for children with SEN.

The Academy Advisory Board (AAB)

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

Identification, Assessment, Provision and Record-Keeping:

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at pupil progress meetings where children are identified as not making progress in spite of 'Quality First Teaching'. They are discussed with the SENCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which: - is significantly slower than that of their peers starting from the same baseline - fails to match or better the child's previous rate of progress - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND Support on our SEND register following detailed assessments.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or an additional disability. We are unable to provide a diagnosis for dyslexia but the team are able to support you with the pathway to access this.

Figure 2 below illustrates the graduated stages of special educational needs. All staff have a responsibility for identifying and supporting students with Special Educational Needs.

Assess, Plan, Do, Review: A Graduated Response to SEN

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

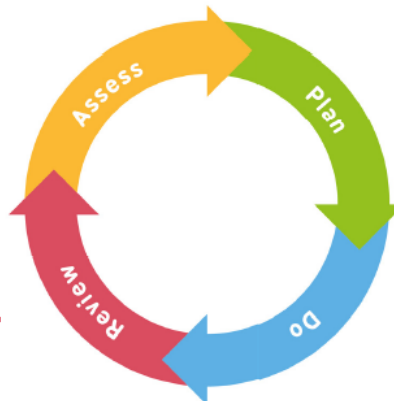
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Figure 2 - Assess-Plan-Do-Review Cycle

Pupils are assessed using teacher assessments, assessments carried out by specialists within the school e.g. SENCo and/or assessments by external professionals. A plan is then put into place (in liaison with staff, parents and where appropriate, the child) stating the provision and strategies that will be employed to enable the child to overcome their barriers to learning and make good progress. The plan of support will be reviewed regularly and outcomes will be assessed.

Cause for Assessment

If your child has not made satisfactory progress and has significantly greater difficulty in learning than the majority of children of the same age, it may be decided to place the child on to Phase 1 of the Graduated Approach. This involves the child, the class teacher and the parents/carers. This will begin the assess, plan, do, review cycle. There may be the following triggers that alert class teachers to the fact that a child is experiencing difficulties:

- Making little or no progress despite different approaches to learning being provided
- Child works significantly below that expected for their age and stage
- There are persistent emotional/behavioural difficulties despite different strategies being used.
- There may be sensory or physical problems, or be little or no progress made despite additional aids, equipment and advice.

In addition to the above, a child may be identified as potentially requiring SEN provision as a result of the following:

- Teacher and TA observations evidence and data
- previous schools data/reports
- parental concerns
- records of progress
- screening / testing procedures
- information from other agencies
- end of Foundation stage profiles, KS1 data

At this stage teachers should assess the need of the pupil, set up relevant programmes of work, monitor progress and build up a bank of evidence that should be given to the SENCo. Parents/Carers will be made aware of the concerns noted in school and will be invited to take part in the planning stages of provision. A Phase 1' of the Graduated Approach pro forma will then be completed. Where appropriate, this will be completed with the child. Progress towards agreed outcomes for the child will be reviewed and updated regularly. Parents/carers will also be kept informed through liaison with the class teacher informally, and at Parents Evenings when advice and support in helping their child at home can be given.

After 2 terms of ongoing support and provision provided by the class teacher, if the child is not making sufficient progress towards the outcomes, the child will then be placed on the SEN register and a meeting will be held with the child, class teacher, parents and the SENCo. When initiating Phase 2 of the Graduated Approach, desirable outcomes will be set for the child, class teachers will be provided with additional information and resources from the SENCo if necessary. The outcomes will be reviewed on a termly basis in a Review Meeting with the SENCo, the child, the class teacher and parents/carers/

When reviewing progress towards agreed outcomes, if despite additional input, it is felt that more specialist support is required; the school may decide to call on outside specialist support agencies to help the child make progress. These can include:

- Educational Psychologist
- Referral units
- IPaSS (Physical, Hearing or visual needs)
- Autism Outreach Team
- Speech and Language Service

Education, Health and Care Plans (EHC Plan)

If despite input at the above stages, adequate progress has not been made and the child's SEN remains significant, a request will be sent to the Local Authority (LA) to consider a Statutory Assessment. A Statutory Assessment is a multi-professional assessment of a child's needs and the help that is required to support them.

If the child meets the criteria in the Statutory Assessment for an EHC Plan, the LA will issue a EHC Plan detailing the needs of the child, what provision will be made for them, aims and objectives, and the level of support / funding required.

The funding that may accompany an EHC Plan does not have to be spent on providing a teaching assistant for individual support and may be spent on providing resources/training, whatever is best to meet the needs of the child.

Once the EHC Plan is issued, a planning meeting takes place within 8 weeks to discuss provision and targets for the following year. The EHC Plan is then reviewed annually. Children who are in the Early Years have their EHC Plans reviewed every 6 months.

Record Keeping

All files are kept in a secure, online folder. Each child has a folder containing all relevant information. The information in this folder will pass through the school with the pupils until they reach the 6th year when the information will be passed on to the relevant secondary school. This system ensures a whole school approach.

In a centralised place (Classroom and SEN office), master copies of the records, details of standardised tests and where appropriate, medical records, are kept. Other records will include copies of the Graduated Approach paperwork, full EHC Plans, annual reviews and reports from professionals.

The Academy uses the B-Squared assessment tool on a half-termly basis to inform targets and outcomes which will be utilised to complete Graduated Approaches and reviews.

SEN Budget/Resources

Currently, the SEN Budget with the Pupil Premium is utilised to provide the following resources to support SEN provision in general and also those children eligible for free school meals and those children in Looked After Care (LAC) with or without SEN :

- Trained support staff.
- Assessment tools for identifying specific difficulties of pupils with SEN (BPVS, PhAB).
- Educational Psychologist time to support high priority pupils.
- School nurse support for pupils with behavioural and emotional difficulties, sensory and physical difficulties but also to provide support in general to parents/carers of pupils with SEN.
- SENCo time.
- Specific interventions.
- Thrive Practitioners
- Training from external agencies
- Resources specific to need

Transitions

When pupils transfer to another primary school, all documents and records are sent to the receiving school. If the destination is unknown, records are kept securely until information is received. A transition document provided by the secondary schools is also completed and telephone conversations between the SENCo and the SENCo from the receiving school are sought whenever possible.

When transferring to secondary school the transfer liaison teachers visit the Academy and speak to the Y6 teacher and where possible, to the SENCO. If a personal interview is not possible then a telephone conversation imparts any relevant information. All SEN records along with a completed transition document are sent to the secondary schools.

Liaison with Parents/Carers

Parents/carers are invited to a meeting with the SENCo and class teacher to discuss any issues or concerns termly. Parent/carers are then updated regularly should their child's SEN status be changed. Parents/carers will also be kept informed through liaison with the class teacher informally, and at Parents Evenings when advice and support in helping their child at home can be given. Parent/carers will be involved in reviewing their child's Graduated Approach and any comments will be taken into account. New Graduated Approaches will be sent home as appropriate.

Voice of the Child

“It is very important to engage directly with children and young people to discuss their needs, and plan how they can achieve the best outcomes. This should be integral to all planning for children and young people with SEN throughout their lives.”

(SEN Code of Practice, 2014).

Pupils at The Vale Primary Academy are therefore involved in discussing their provision and what they feel will help them achieve their full potential. Pupils are invited to review meetings (where appropriate) and are made to feel that they can contribute/have an opinion about their support at The Vale Primary Academy. Where the child may be unable to verbally

communicate or provide a written input, observations of pupils are made during child initiated times in order to gather information regards their likes, dislikes and difficulties. Pupil voice interviews also occur termly.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and in the first instance can be addressed through the class teacher, SENCo or the Headteacher through the school's complaints policy and procedure. Advice and support is also available from WISENDSS.

Admissions

Admission arrangements are managed by Wakefield City Council, but all parents are welcome to visit the school by appointment, when they will be shown around. Please contact the school office to arrange this on [01977 722485](tel:01977722485) or email info@thevpacademy.org.uk. Your call/message will be forwarded to the most relevant member of staff.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. Teachers will consider the inclusiveness of all trips and activities before going ahead with planning. Teachers will meet with parents where necessary to discuss potential barriers and how they may be overcome. The health and safety of the child and others will take priority in the decision making process for the outcome of the trip/event.

SEND Link to Local Offer

Every local authority must publish a Local Offer. The Local Offer tells you what support the local authority expects to be available for children and young people with special educational needs (SEN) and/or disabilities. To see the Wakefield's Local Offer, please visit <https://wakefield.mylocaloffer.org/home>.

This policy is reviewed annually by the SENCo, Academy Executive Principal, Head of Academy and the EAB.

Issued: 19.9.23

Review: 19.9.24



Vale Primary Academy
Ferrybridge Road, Knottingley, WF11 8JF
T: 01977 722485
www.thevpacademy.org.uk
info@thevpacademy.org.uk
Head of Academy: Jag Singh

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