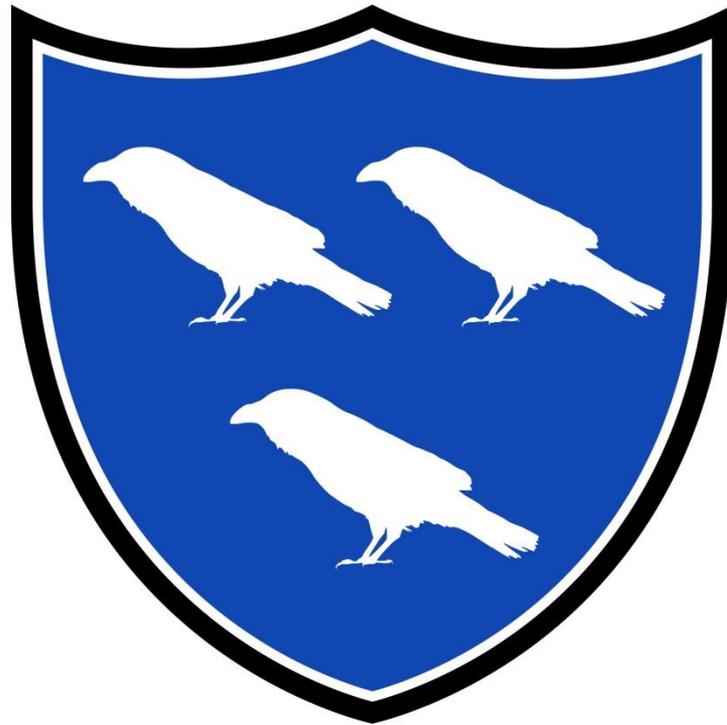


Valley Primary School



Special Educational Needs & Disability (SEND) Policy

Updated: January 2024

Review Date: January 2025

Section 1

Valley Primary School provides a broad and balanced curriculum for all children. The school recognises that pupils will attain different levels at different times, and that some will require an increased level of support in order to maintain good progress. This policy indicates the steps that will be taken to ensure that pupils' progress is being monitored and what action is to be taken to increase the opportunities for success.

Valley Primary School is an inclusive school. All of our school policies are interlinked and should be read and informed by all other policies. SEN Information is available on our website (www.valley.bromley.sch.uk) and explains how Valley Primary School supports children and parents.

The SENCo is Mrs. Alexandra Crawford-Jones and she is a member of the Senior Leadership Team (SLT). The SEND Governor is Mr Robert Girling (rgirling@valley.bromley.sch.uk)

Compliance

This policy complies with Section 19 of the Children and Families Act 2014 and is written with reference to:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 (June 2014)
- Schools Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils in Schools with Medical Conditions (April 2014)
- The National Curriculum in England Framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's Special Educational Needs Co-ordinator (SENCO) through meetings with the SEND Governor, in liaison and consultation with the Senior Leadership Team (SLT), staff and parents of pupils with SEND.

SECTION 2

Aim

At Valley Primary School we aim to enable all children to achieve their full potential and to develop the skills and processes required for them to become independent and resilient learners. We have high expectations of all our pupils and aim to achieve this through the removal of barriers to learning. We will support children to help them to develop a positive self-image and will offer them purposeful learning experiences. The school has developed a vision of inclusion, which is based upon the desire to create a socially inclusive community within the school: no child is discriminated against because of disability or learning difficulty. We aim to create an environment where there is a place for everyone and everyone feels they belong.

Objectives

1. To work within the guidance provided in the SEND Code of Practice 2014
2. To operate a “whole pupil, whole school” approach to the individual management and appropriate provision of support for special educational needs through high quality teaching
3. To provide a Special Educational Needs Co-ordinator (SENCo) who will work to implement the SEND Policy
4. To identify, at the earliest possible opportunity, barriers to learning and provide appropriate support for pupils with SEND and additional needs
5. To ensure that every child experiences success in their learning and achieves to the highest possible standard
6. To value and encourage the contribution of all children to the life of the school
7. To work in partnership with parents, ensuring there is effective communication between parents and the school.
8. To work closely with external support agencies, where appropriate, to support the needs of individual pupils
9. To provide support, advice and training for all staff working with pupils who have SEND

SECTION 3

Identifying Special Educational Needs

The 2014 Code of Practice says that:

“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school”.

(2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

We recognise the importance of early identification and aim to identify children’s special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, and as part of this process the needs of the whole child will be considered, not just the special educational needs of the child or young person.

The school also recognises that other factors may influence a child’s progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Personal/family circumstances including being known to social care
- Health and welfare
- Trauma
- English as an additional language (EAL)
- Being in receipt of Pupil Premium grant
- Being a Looked After Child (CLA)
- Being a child of Service personnel

A rigorous system of progress monitoring across the school takes place on a termly basis, identifies pupils who are not making expected progress and may include progress in areas other than attainment. This includes Pupil Progress meetings and reviewing of Class and Individual Provision Maps. Classroom interventions are then implemented to those children who are identified and require support. In some cases, interventions outside the classroom environment may be identified as a way of meeting a child's additional need in school.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need, but should be seen as a form of communication that needs to be addressed. These children are monitored and supported accordingly.

Promoting Social, Emotional & Mental Well-Being

Children need to feel valued, confident and secure to make maximum progress in their learning. Valley Primary is committed to promoting the social, emotional and mental well-being of all our pupils through a range of activities. These include:

- Playground Buddies
- Social Skills Groups
- Specific SEMH interventions
- Access to the school's sensory room
- Self-esteem interventions
- Friendship development groups
- ELSA (Emotional Literacy Support Assistant)
- Lunchtime Club
- Restorative Justice Behaviour Approach
- Referral to outside agencies where appropriate
- Mentoring
- Support from Bromley School Wellbeing Service

SECTION 4

A Graduated response for children at SENS (SEN support)

Class/subject teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching, differentiated to meet the requirements of individual pupils, is the first step in meeting the needs of any pupil who has or who may have special educational needs.

Valley regularly reviews the quality of teaching for all pupils and includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of SEND.

There is a rigorous monitoring cycle in place which includes observations, learning walks, book looks, monitoring of planning and staff training to ensure quality teaching and learning for all including those with SEND. Efficient deployment of support staff is taken into consideration in order to accelerate learning and meet health needs. Pupil progress meetings are held between senior members of staff and class teachers to discuss individual pupils, interventions and strategies needed to move pupils on in their learning. Staff complete termly Class Provision Maps to keep account of all interventions for their pupils.

Before special educational provision is made, the SENCo and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents/carers. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCo may observe and also offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. Social and emotional needs are also carefully considered. General advice from outside specialists may be sought in consultation with parents.

Assess: If the pupil continues to face difficulties, a more detailed formative discussion, facilitated by the SENCo may take place. The school will consider which assessments may be suitable to gain further insight into the pupil's difficulties.

Plan: Interventions based on the outcome of assessment are planned. The school may refer to Bromley Inclusion Support Advisory Team for advice or to open a pathway to secure future support for a child with significant needs.

Do: Subsequent support may take the form of additional in-class provision or an intervention group to address a specific need.

Review: The effectiveness of the intervention will be monitored regularly by the class teacher and SENCo.

If, despite support, children fail to make the expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on our SEN register, following discussion with parents.

Managing Pupils on the SEND Register

Where longer term support is required and/or children have a diagnosis of need from an outside professional, parents will be consulted about placing the child on the SEND register. Parents will be informed if any outside agency is involved. External specialists may act in an advisory capacity, provide additional specialist assessment or work with the pupil directly. Where appropriate, the SENCo in consultation with the class teacher, pupil and parents will draw up an Individual Provision Map (IPM). The IPM will be reviewed two to three times a year. A range of methods will be used to accelerate learning including time-limited interventions (these could be class based or non-class based) or use of equipment or learning aids. Progress is closely monitored and reviewed termly.

Assess: Formative assessment is carried out to identify individual barriers to learning. This may involve classroom observations, meetings with parents, screening/ assessment in school or assessments by an external agency such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Bromley Wellbeing Service, Paediatrician or another specialist support service. Assessment by an outside agency may lead to a formal diagnosis of need.

Plan: Appropriate support will be agreed for pupils on the SEND register, which will be identified on Class or Individual Provision Maps.

Do: Interventions are put in place, following recommendations.

Review: Effectiveness of provision is monitored and interventions are adapted to meet individual needs – progress is discussed with the SENCo, class teachers and parents and further advice is sought where necessary.

All interventions are planned and monitored by the SENCo/class teacher and delivered by staff who have had appropriate training. Records of interventions are kept through whole school, class and individual provision maps as appropriate.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the Local Authority, High Needs Block. To receive additional funding, the school needs to provide a costed Individual Provision Map (IPM) demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indication of how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the Local Authority, in consultation with parents and the pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

The Categories of SEND as defined by the Code of Practice (2014, updated 2015) are:

- **Communication and Interaction**
 - Speech, Language and Communication Needs (SLCN)
 - ASD (Autistic Spectrum Disorder)
 - SCD (Social Communication Difficulties)
 - Tourette's Syndrome

- **Cognition and Learning Difficulties**
 - SpLD (Specific Learning Difficulties)
 - Moderate Learning Difficulties
 - Dyslexia
 - Dyscalculia

- **Social, Emotional and Mental Health (SEMH)**
 - Mental Wellbeing
 - Anxiety and Depression
 - ADHD (Attention Deficit Hyperactivity Disorder)
 - FASD (Foetal Alcohol Spectrum Disorder)

- **Sensory and/or Physical Needs**
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment
 - Physical Disability (PD)
 - Medical Needs

SECTION 5

Criteria for Exiting the SEND Register

Pupil progress is tracked regularly. When sufficient progress is achieved and the child no longer needs to be on the SEND register, the SENCo will inform parents. The child will be closely monitored once they are taken off the SEND register.

SECTION 6

Supporting Pupils and Families

Children are supported according to their needs. These are identified through data tracking, staff discussions, outside agencies and through our Pupil Progress meetings. Support is provided on an individual basis and decisions are made on the individual needs of the child. Support is reviewed on a regular basis and changes are made on the needs of the child at that time.

Links to:

- Bromley Local Offer:
https://www.bromley.gov.uk/info/10122/children_and_young_adults_with_disabilities_and_learning_needs/1332/about_the_bromley_local_offer
- SEN Information Report:
<https://www.valleyprimary.co.uk/about-us/send>
- School policy on managing medical conditions:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf
- For other agencies see our SEN Information Report:
<https://www.valleyprimary.co.uk/about-us/send>

Admission Arrangements

Unless a child has an Education, Health and Care Plan (EHCP) which names Valley Primary School, admission into the school follows the same procedure as any other child. Please refer to the Admission Policy for Valley Primary School on the website.

Where there is an EHCP, the parent/carer of a child completes specific forms and submits them to Bromley Borough. The borough will then write to the school asking them to consider the application. If the school feels they can meet the child's needs, the child will be accepted onto roll.

Where there are greater SEND needs, meetings will be arranged between relevant professionals and the family to ensure all the necessary requirements are in place for a child to start school successfully or to further discuss why the school believes they cannot meet the child's needs.

Access Arrangements

The Deputy Headteacher in liaison with the SENCo coordinates access arrangements for children with additional needs that may affect their performance in examinations. This may be the provision of a scribe, transcript, separate room or additional time. In doing this, the school has to follow strict guidelines set out by National Curriculum Assessments criteria.

Transition Arrangements

Successful transition between classes, key stages and schools is supported where needed by the SENCo. When moving classes in school, an information sharing meeting will take place with the new teacher. There will be opportunities for the child to visit the new class/teacher and where necessary, additional transition strategies put in place e.g. photographs of new teacher/classroom, social stories.

In EYFS, discussions are held with the previous setting and the SENCO (if appropriate). Home visits/meetings with the parents are carried out prior to the start of school. Where SEND is previously identified, meetings with outside agencies takes place and training, if needed, is implemented prior to their start. In some cases, the SENCO may decide to do a joint home visit with the SEN early years advisory team.

In the year 6-7 transition the SENCo will attend the Primary/Secondary Transition day meeting to discuss the specific needs of the child and the nature and level of support which has had the most impact. Additional transition arrangements may be made with the SENCo from the named Secondary School e.g. extra visits.

SECTION 7

Supporting Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be appropriately supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be registered disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have Special Educational Needs and may have an Education Health Care Plan, which brings together health and social care needs, as well as their special educational provision. In such cases the SEND Code of Practice 0 – 25 (2014) is followed.

SECTION 8

Monitoring and Evaluation of SEND Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits and sampling of parent, pupil and staff views.

The Local Governing Body takes an active role with all aspects of SEND. The SEND Governor supports school to evaluate and develop the quality and impact of the provision for pupils with SEND across the school.

The school undergoes an active process of continual review and improvement of provision for all pupils. This review process is often undertaken with other members of staff from across Connect Schools Academy Trust.

SECTION 9

Training and Resources

SEND is funded from the National SEND budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual pupil with identified additional needs. Additional funding is available from the Local Authority High Needs Block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCo to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCo regularly attends the Local Authority SENCo Forums in order to keep up to date with local and national updates in SEND. The SENCo also attends local cluster group meetings to share good practice.

SECTION 10

Roles and Responsibilities

The role of the SEND Governor is to support the school in evaluating and developing quality teaching and learning and assessing the impact of provision for pupils with SEND across the school. The SEND governor is **Mr Robert Girling**.

The SENCo is the line manager to the Teaching Assistants and Learning Support Assistants

Support staff are deployed carefully in order to positively impact on outcomes for pupils who need to make accelerated progress. Intervention can take place within the classroom and in some instances, pupils are withdrawn from class to work individually or in a small group. Support staff work under the direction of the SENCo/Class Teacher depending on the intervention.

The Headteacher, Deputy Headteacher and Assistant Headteacher are the three designated adults responsible for Safeguarding.

The SENCo leads on ensuring the school meets the medical needs of the pupils along with the Head Teacher. It is the responsibility of class teachers, in liaison with the SENCo, to ensure that medical needs are catered for on school trips.

SECTION 11

Storing and Managing Information

All SEND documents are stored securely in the SENCo's office. Files will be retained and managed with reference to the school's GDPR Information Register and Connect Schools Academy Trust's Data Protection Policy.

Documents and records are kept until the child leaves school. When the child leaves the school, where possible, records are hand delivered to the new school and a signed receipt is requested at the point of drop off. If it is not possible to hand deliver, records are sent by recorded delivery with an acknowledgement letter confirming receipt of the records.

SECTION 12

Reviewing the Policy

This policy is reviewed annually.

SECTION 13

Accessibility

Valley Primary School have an Accessibility Plan which can be located on the school's website under policies.

Where possible, the schools consider the needs of disabled pupils prior to entering school so that the need to make ad hoc responses to an individual disabled pupil is reduced, thus creating an environment where provision for disabled pupils is seen as on par with and not different from other pupils.

Barriers to learning are removed through careful monitoring, quality first teaching, identification, interventions and referrals to other professional agencies. Teachers receive training in SEND areas, such as dyslexia and autistic spectrum disorder (ASD), to ensure teaching that is accessible to all learning styles. Classroom organisation may mirror a 'Dyslexic Friendly Classroom' or 'Communication Supported Environment' e.g. coloured backgrounds on the interactive whiteboard, worksheets with information presented in smaller manageable chunks, minimalist displays, signage supported by Communication in Print symbols.

Furthermore, school staff work with outside agencies – including medical advisors, Educational Psychologists and Occupational Therapists to implement adjustments and specialist equipment to support pupils e.g. Sound Field System for hearing impaired pupils, adapted shower room with specialist toileting equipment and access to Information Communication Technology including specialist Apps.

SECTION 14

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 are heard through the school's complaints policy and procedures.

It is hoped that all positive and negative issues regarding SEND can be discussed and resolved with the SENCo. However, should a parent feel that they wish to pursue a matter further, the Headteacher should be contacted after the SENCo. Refer to the School's

Complaint Handling Policy on the school's or Connect Schools Academy Trust's website under the policies heading.

Bullying

Valley Primary School aims to promote positive behaviour in pupils, which shows care and consideration for others and respect for the environment. We strive to provide a secure and stimulating setting in which they can feel comfortable and happy with their learning. The school understands that children with SEND are amongst those who can become targets for bullying and promotes an inclusive ethos, for example, anti-bullying assemblies and lessons. The school will always address any bullying issues that arise. For more information, refer to the Anti-Bullying Policy on the school's website.

SECTION 15

Appendices

This policy needs to be read in conjunction with other School/Trust policies such as:

- Safeguarding Policy
- Supporting Children with Medical Conditions Policy
- Children with Health Needs who Cannot Attend School
- Behaviour Policy
- Accessibility Plan
- Anti-Bullying Policy
- Equality Policy & Objectives
- Data Protection Policy