



SEND INFORMATION REPORT (Updated September 2017)

At Vicarage Primary School we are committed to meeting the special educational needs of pupils and ensuring that these pupils make consistent progress in line with their peers through first quality teaching and targeted support based on personalised needs.

In accordance with our mission statement:

- We try our best
- We listen to each other
- We join in and share
- We are kind to each other

Our aims are as following:

- To track attainment and progress of SEND pupils against all other pupils(using classroom monitor, learning journals for all children)
- To track the impact of intervention programmes through half termly reviews and assessment
- To use IEP targets as a daily working tool
- To incorporate in our weekly/daily planning LO, resources and guidelines for support
- To increase the knowledge and skills of staff through training opportunities
- To invite parents to become more involved in school, ie assisting our SEND life skills provisions
- To ensure **first quality teaching** is being delivered to all including SEND and MLD pupils, hence reducing the number of interventions
- To observations and Appraisal for all staff including TAs

These aims and objectives are established through the School Improvement Plan, SEND Policy, Inclusion Action Plan, Accessibility Plan and Public Sector Equality Duty.

The SEND Information Report has been written in accordance with the Special Educational Needs & Disabilities Regulations 2014 (Schedule 1- Regulation 51)

1 The kinds of special educational needs that are provided for

- 1.1 Vicarage Primary School is an inclusive school that enables pupils to reach their full potential and to strive to do the best they can. The school provides a number of interventions to support SEND pupils to access the National Curriculum. Pupils remain in class for the majority of lessons and are withdrawn for either group booster sessions or for specialist interventions.
- 1.2 Vicarage Primary School supports a number of specialist provisions including one-to-one and group support for pupils with autism, complex physical needs, dyslexia, speech & language difficulties & disorders, visual dyslexia, dyspraxia, dyscalculia, moderate learning difficulties, sensory disorders and emotional & behavioural

difficulties. A range of intervention packages are used across the school including Turnabout, Lexia, RML, Dynamo Maths, The Listening Programme and ASDAN.

1.3 The details of Additional Needs pupils at Vicarage School are as follows:

Specialist Support (SA+)

| | Sept 2015 | Sept 2016 | Sept 2017 |
|----------|-----------|-----------|---------------|
| ASD | 15 | 21 | 24 |
| SEMHD | 2 | 6 | 5 |
| SpLD | 3 | 2 | 11 |
| Physical | 3 | 6 | 4 |
| Sensory | 2 | 1 | 16 in session |
| SLD | 2 | 2 | 5 |
| LAC | 0 | 1 | 0 |
| SSLD | 2 | 3 | 10 |

| | July 2015 | July 2016 | July 2017 |
|------------------------------|-----------|-----------|-----------|
| Targeted (School Action) | 105 | 111 | 27 |
| Specialist (School Action +) | 26 | 25 | 33 |
| Statements | 0 | 0 | 0 |
| Total | 131 | 136 | 60 |
| | | | |
| HNF | 22 | 22 | 24 |

The evidence for details above are found within:

- ❖ SEND Register
- ❖ SEND Assessment / Intervention Protocols

1.4 The kinds of actions and interventions provided at the school are as follows:

Staffing Support

| | Sept 2015 | Sept 2016 | Sept 2017 |
|-----------------------------|-----------|-----------|-----------|
| Teaching Assistant (TA) 1:1 | 21.5 | 23.3 | 30 |
| TA – SpLD | 1.0 | 0.5 | |
| TA – Listening Programme | 0.5 | 0.5 | 0 |
| TA – Turnabout | 1.0 | 0.5 | 2 |
| TA – SALT | 1.0 | 1.0 | 2 |
| TA – Dynamo Maths | 0.3 | 0.3 | 0 |
| SENCO | 1.0 | 1.0 | 0 |
| AHT/Inclusion Lead | 0.8 | 0.8 | 1 |

| | | | |
|----------------------|-------------|-------------|----|
| SEND Support Teacher | 0.6 | 0.6 | 1 |
| Learning Mentors | 2.0 | 3.0 | 2 |
| Family Support | 0.2 | 0.2 | 1 |
| Speech Therapist | 0.4 | 0.4 | 1 |
| Lunchtime Support | 0.2 | 0.2 | 30 |
| Total | 30.5 | 32.3 | |

Pupils receiving Specialist Interventions

| | Sept 2015 | Sept 2016 | Sept 2017 |
|--------------------------------|------------------|------------------|------------------|
| SpLD | 3 | 3 | 7 |
| Listening Programme | 25 | 25 | 6 |
| Turnabout | 12 | 12 | 4 |
| Visual Dyslexia | 18 | 20 | 2 |
| Sensory Sessions | 16 | 19 | 16 |
| Social Communication | 26 | 25 | 24 |
| Music Interaction | 14 | 19 | 20 |
| Sensory Maths | 16 | 23 | 0 |
| Hydrotherapy | 4 | 4 | 0 |
| Soft Play | 16 | 17 | 22 |
| Swimming – Specialist | 14 | 15 | 15 |
| Horse-Riding | 16 | 16 | 17 |
| Dynamo Maths / Dynamo Profiler | 14 | 38 | 10 |
| SALT | 10 | 10 | 35 |
| Mentoring | 27 | 65 | 28 |
| Social Skills | 29 | 30 | 20 |
| Anger Management (Resilience) | 5 | 9 | 12 |
| Sensory-Motor (Sensory PE) | 15 | 16 | 21 |
| Learning Mentor Support | 52 | 65 | 40 |
| Lexia | 80 | 75 | - |
| Asdan | 4 | 3 | 14 |
| Sensory Dance | 16 | 22 | 25 |

The evidence for these details is found within:

- ❖ SEND Provision Map
- ❖ SEND Register
- ❖ School Offer
- ❖ Learning Mentor & Behaviour Support Provision Map

2 Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools)

- 2.1 The SEND Policy and SEND Action Plan guides the future direction for the school's SEN provision development and considers actions to consolidate & reinforce current practices.
- 2.2 The Accessibility Policy outlines three standards within three aspects of provision. These aspects are: Curriculum Accessibility, Physical Accessibility and Provision of Information.

- 2.3 Curriculum Accessibility's standard is to increase the extent to which disabled pupils can participate in the school's curriculum by setting suitable learning challenges, by responding to pupils' diverse learning needs and by over-coming potential barriers to learning. Physical Accessibility's standard is to improve the physical environment of the school for the purpose of increasing the extent to which pupils with special educational needs are able to take advantage of education and associated services provided or offered by the school. The Provision of Information's standard is to improve the delivery to disabled pupils of information which is provided in writing and other appropriate medium for pupils with SEN.
- 2.4 The School's Behaviour Policy (Sept. 2017) and Positive Handling Policy (June 2014) outlines how behaviour is to be managed in school. The Positive Holding Policy is based on 'The use of Reasonable Force' (2013), which is the Government guidelines document on the use of physical restraint in schools. The Behaviour Provision Map outlines the intervention pupils receive to support their emotional and behavioural difficulties in school. The range of interventions includes: daily or weekly mentoring, attending social skills groups or receiving two-to-one sessions to support anger management, raising self-esteem or coping with bereavement.
- 2.5 The Public Sector Equality Duty Plan (March 2017) outlines the schools responsibility for equality. It states that the aim of the school is to prepare all pupils to live in a multi-cultural and multi-ethnic society in which all are equal as modelled by Vicarage Primary School ethos, practices and policies. The school's objectives are:
- ❖ To ensure that the school is a place where everyone feels welcomed and valued and that an inclusive ethos is established and maintained (Fostering Good Relations Between People)
 - ❖ To ensure that all pupils are encouraged and given opportunities to achieve their full potential (Advancing Equality of Opportunity Between People)
 - ❖ To ensure that all pupils are prepared for life in a diverse and multi-ethnic society where all are valued and have equal rights and responsibilities (Eliminating Unlawful Discrimination, Harassment and Victimisation)
- 2.6 The Aromatherapy & Massage Policy (Oct 2017) outlines the management of massage with SEN pupils
- 2.7 The Intimate Care Policy (Oct 17) outlines the management of intimate care for SEN pupils
- 2.8 The Sensory Room & Soft Play Room Policies (Oct 2017) outlines the use and procedures for both these rooms with SEN pupils
- 2.9 The LAC Policy (Nov 2015-17) outlines the management of LAC pupils at Vicarage school.
- 2.10 The assessment arrangements from entry throughout the school are as follows:
- On Entry - When children are first admitted to the school the New Pupil Admission Form is completed. If special needs are identified then an interview with the SENCO is arranged and a possible home visit proposed. Information is then sought from relevant professionals, agencies and medical / educational establishments.
- Teacher Referral - If a teacher has a concern about a child they complete an SEND Pupil Concern Form.

Curriculum and assessment monitoring - The Curriculum Co-Ordinators, Phase Leaders and the Assessment Co-Ordinator will monitor the attainment and progress of pupils with and without special educational needs as part of their role. They will ensure that the SENCO is kept fully informed and if they have a concern they will request assessment and intervention.

How a child is considered a SEND pupil - If a child's performance is underachieving for a period of two terms and they fail to make adequate progress the school will refer their concern to the SENCO.

The school defines adequate progress in Key Stage 1 as 2 to 3 sub-levels a year and the same for Key Stage 2.

Movement between targeted and specialist SEND

If a pupil fails to make adequate progress despite the additional support which the school gives over the period of 6 months then a child may be assessed further and referred to external agencies.

2.11 Individual Educational Programme (IEP) Reviews

IEPs will be reviewed regularly and parents will be invited to reviews. If they are unable to attend then a copy of the new IEP will be sent home and the parent's views will be welcomed. All pupils' progress is reviewed throughout the year at specific assessment times.

2.12 Higher Needs Funding (HNF) Reviews

If a child has HNF a full review will take place with parents and professionals once a year. This review will consist of a general report, parent, pupil, teacher, Educational Assistant and professional advice from outside agencies.

2.13 A SEND Provision Leaflet (Sept 2017) has been published in accordance with 2014 Family & Children's Act to outline the school's offer for SEND pupils at Vicarage School.

3(a) Evaluating the effectiveness of the provision made for children and young people with SEND

3.1 The review of the effectiveness of the provision of SEND pupils at Vicarage Primary School takes place in a number of ways. The first element is through the Inclusion Action Plan (IAP). This is followed by the School's Improvement Plan (SIP) and the Governors Review of the SEND practice at the school.

3.2 Further evidence is gained through Newham SEND inspections, the school self-evaluation form (SEF) and results of parent / pupil / staff surveys. The school also evaluates the success of the policy by using both qualitative and quantitative judgements through Sims and Classroom Monitor.

Our pupils are assessed using SEN Toolkit:

- ❖ Classroom Monitor
- ❖ SEND Learning Journals
- ❖ Tracking Profiles
- ❖ Book work

3(b) Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

3.5 At Vicarage Primary School differentiation means that we cater for the individual needs of all our pupils by:-

- ❖ Discovering the starting point or baseline for a child, so that we can build on past achievements and take into account their knowledge, skills and experience
- ❖ Providing relevant activities which give opportunities to build on success
- ❖ Using a variety of teaching strategies to motivate the child
- ❖ Promoting self esteem
- ❖ Ensuring a safe teaching environment

3.6 Differentiation is part of all areas of curriculum planning. Pupil's progress is planned through the National Curriculum Trackers, Classroom Monitor and individual work is appropriately set.

3.7 Higher Needs Funded pupils receive an Individual Educational Programme (IEP) which is reviewed termly & re-drafted twice a year. Targets are set that indicate future progression for three terms of work.

3.8 All SEND pupils are placed on the school's Inclusion Register that outlines each pupil's SEND provision & interventions, which in turn forms the School's Provision Map.

3 (c) The approach to teaching children and young people with SEND

3.9 All teaching and non-teaching staff will be involved in the teaching of pupils with special educational needs. Class teachers are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the AHT/Inclusion Lead & SENCO.

3.10 The practice that the school articulates in regard to SEND is reflected in staff job descriptions, questions at interview, induction of new staff and the staff handbook.

3.11 The AHT/Inclusion Lead & SENCO's Responsibilities

- ❖ To support all staff
- ❖ To manage the Inclusion Team (including SENCO, TA's and SEND Support)
- ❖ To identify the SEND of individual pupils, with school staff

- ❖ To lead on Looked After Pupils
- ❖ To monitor and observe TA' s and SEND pupils
- ❖ To line manage and appraise SENCO, SEND support and Teaching Assistant
- ❖ To lead the Head Start Programme
- ❖ To update progress and attainment of SEND
- ❖ To liaise with parents, and pupils
- ❖ To monitor and keep up-to-date SEND files and Inclusion Register
- ❖ To meet the Head Teacher & update
- ❖ To liaise with outside agencies, including support staff, educational psychologist, education welfare officer, social services, school nurse, school doctor, special needs officer, speech and language therapists, occupational therapists, physiotherapists, SPINN OFF, CFCS, CAHMS
- ❖ To inform staff of SEND courses
- ❖ To seek Higher Needs Funding for specific pupils
- ❖ To prepare reports for annual reviews
- ❖ To co-ordinate annual reviews
- ❖ To complete LA documentation for annual reviews
- ❖ To co-ordinate SEND materials and equipment
- ❖ To liaise with learning support staff
- ❖ To line-manage support staff
- ❖ To monitor and review the roles of support staff within Vicarage
- ❖ To draw up Individual education plans and programmes of work for children at Specialist level
- ❖ To monitor the progress of the above children
- ❖ To review SEND policy annually
- ❖ To liaise with other schools about all transferring pupils with SEND
- ❖ To attend HLNP (High Level Needs Panel meetings)
- ❖ To keep up to date with national SEN legislation
- ❖ To keep up to date with local SEN developments
- ❖ To organise specialist interventions
- ❖ To keep up to date with issues relating to SEN
- ❖ To manage the effective use and resourcing of the Sensory Room& Soft Play Room
- ❖ To monitor the delivery of a differentiated curriculum for all pupils at SAP
- ❖ To track progress using Classroom Monitor
- ❖ To help with the identification of SEN of individual pupils, with school staff
- ❖ To liaise with parents, and pupils
- ❖ To monitor and keep up to date SEND files
- ❖ To work with class teachers, advising on differentiating and providing for needs
- ❖ To oversee the provision for children at SA
- ❖ To devise strategies for pupils above
- ❖ To monitor progress
- ❖ To assess & identify pupils with SEND
- ❖ To keep up to date with issues relating to SEND
- ❖ To monitor the delivery of a differentiated curriculum for all pupils at SA
- ❖ To liaise with all staff who work with pupils, suggesting strategies, discussing progress
- ❖ To assess the individual SEN of pupils where necessary
- ❖ To provide appropriate interventions

3.12 The AHT/Inclusion Lead, SENCO and SEND Support will work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The AHT/Inclusion Lead and Head will identify areas for development in special educational needs and

contribute to the school's development plan. The AHT/Inclusion Lead, SEND Support & SENCO will co-ordinate provision of SEND Support pupils (Targeted & Specialist).

3.13 Class Teachers' Responsibilities

- ❖ To identify initial needs through observation, target setting and record keeping
- ❖ To communicate any concerns to parents, SENCO and relevant member of the Inclusion Team
- ❖ To complete identification / initial concern sheets
- ❖ To monitor progression through regular assessment
- ❖ To keep records, in individual attainment tracking file
- ❖ To develop individual education plans (IEPs) through the Curriculum progress trackers or group learning plans (GLPs) at Early Years Action / Plus, and Targeted / Specialist (School Action / Action Plus of the Code of Practice), together with the Special Educational Needs Co-ordinator
- ❖ To differentiate planning and delivery of the curriculum for all pupils

3.14 Educational Assistants Responsibilities

- ❖ To work closely with the AHT/Inclusion, SENCO and SEND Support.
- ❖ To support pupils as directed
- ❖ To liaise with class teachers about curriculum planning and delivery
- ❖ To implement IEP's and record progress
- ❖ To support mainstream pupils in class
- ❖ To support pupils on educational visit
- ❖ To support specialist activities (ie swimming, sensory sessions)

3.15 The Vicarage School SEND offer (2017) identifies the range of SEND intervention protocols. A summary of these interventions in relation to SEND needs are outlined below:

ASD

- ❖ Social Communication Groups
- ❖ Music Interaction
- ❖ Sensory-Motor
- ❖ Sensory sessions
- ❖ Soft Play
- ❖ Swimming
- ❖ Horse –Riding
- ❖ Sensory Maths
- ❖ SCERTS
- ❖ Visual Timetable
- ❖ Communication Books
- ❖ Colourful Semantics
- ❖ 1:1 support
- ❖ Occupational Therapy
- ❖ Attention Autism
- ❖ Sensory Dance

Physical

- ❖ Swimming

- ❖ Horse-Riding
- ❖ Sensory-Motor (Sensory PE)
- ❖ Hydrotherapy
- ❖ Physiotherapy
- ❖ Sensory Dance
- ❖ Specialist equipment / Hoists / Lift / Wheelchair
- ❖ 1:1 support

Processing & Memory

- ❖ Listening Programme
- ❖ Turnabout

Speech & Language

- ❖ SALT
- ❖ Speech Therapy
- ❖ Colourful Semantics
- ❖ Lexia
- ❖ In- class support

Dyscalcula

- ❖ Dynamo Maths
- ❖ Maths Teacher Support
- ❖ Targeted Small Maths groups
- ❖ Specialist assessments

SEMHD / BESD

- ❖ Learning Mentor Support
- ❖ Mentoring
- ❖ Social Skills group
- ❖ Anger Management
- ❖ Behaviour Chart
- ❖ Rewards & sanctions
- ❖ VVV
- ❖ Break & Help cards
- ❖ Fiddling pencil / stress ball
- ❖ Timed work / rest periods
- ❖ In-class support
- ❖ Sanction Room
- ❖ Art Therapy

Visual Dyslexia

- ❖ Coloured exercise books
- ❖ Tinted overlays
- ❖ Tinted spectacles

Dyspraxia

- ❖ Sensory-Motor group

- ❖ Targeted PE
- ❖ Swimming
- ❖ Triangular pencil
- ❖ Bold lined books
- ❖ Listening Programme
- ❖ Sensory equipment (ie cushions)
- ❖ After-School PE Clubs

Sensory

- ❖ Large print
- ❖ Hearing aids
- ❖ Radio Aids

Moderate Learning Difficulties

- ❖ Listening Programme
- ❖ Turnabout
- ❖ Differentiated curriculum
- ❖ Colourful Semantics
- ❖ SALT
- ❖ Social communication session
- ❖ See and Learn

Complex

- ❖ See and Learn
- ❖ Social Communication Groups
- ❖ Music Interaction
- ❖ Sensory-Motor
- ❖ Sensory Room sessions
- ❖ Soft Play sessions
- ❖ Swimming (specialist)
- ❖ Horse –Riding
- ❖ Sensory Maths
- ❖ Dynamo Maths

SpLD (Dyslexia)

- ❖ Dyslexia sessions
- ❖ In-class support
- ❖ Specialist resources & reading material
- ❖ Word Shark

3.16 Vicarage School promotes the importance of developing SEND pupil's life skills and independence. The details are as follows:

- ❖ Community skills (ie road safety, use of public transport , shops & public buildings)
- ❖ Self-Help Skills (ie dressing, toileting, eating, drinking, grooming)
- ❖ ASDAN
- ❖ Sex Education

The evidence for these details is found within:

- ❖ Community Tracking Sheets
- ❖ Self-Help Tracking Sheets
- ❖ Specialist Intervention Tracking Sheets
- ❖ ASDAN booklet
- ❖ IEP's
- ❖ Educational visits
- ❖ Photo evidence

3 (d) How adaptations are made to the curriculum and the learning environment of children and young people with SEND

- 3.17 To ensure access for pupils or parents with disabilities the school has a three year School Accessibility Plan that is reviewed annually. The school has appropriate signage inside and outside the school, a lift in Key Stage 2 building, ramps at various points around the school, a hygiene room with shower, and 5 accessible toilets (one in KS1, two in KS2, one in Reception & one in Nursery). The school is to establish a disability parking area.
- 3.18 SEND pupils with visual dyslexia are given specialist assessments to provide them with appropriate adaptations to the curriculum & environment. Pupils may receive a tinted overlay for reading and coloured exercise books for literacy, topic and numeracy. Pupils with a severe condition receive a further assessment for tinted spectacles. The school financially supports these assessments, although parents pay for these spectacles at a reduced rate.
- 3.19 The AHT/Inclusion, SEND Support & SENCO has access to the SEN Budget, which is spent to meet the wide variety of SEND needs. Resources are placed in Curriculum areas in the Inclusion Room and are placed in an inventory & catalogue for SEND use across the school. The school also has an SEND library to support staff training & support of SEND pupils.
- 3.20 Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.
- 3.21 The governors ensure that funds are set aside to develop resources in curriculum areas. In addition, the governors ensure that staff are kept fully up to date about SEND issues and undertake training.

3 (e) Additional support for learning that is available to pupils with SEND

- 3.22 SEND pupils requiring more specialist interventions have opportunities to attend specialist swimming sessions at East Ham Leisure Centre, Soft Play and horse-riding at Beckton Riding Stables. Pupils regularly go on class educational visits and to the local shops to practise their community skills. Public transport is used to attend specialist sessions.
- 3.23 SEND pupils with HNF attend specialist sessions for music interaction, social communication, sensory room, soft play room and sensory maths. Learning Mentors provide mentoring, social skills group and self-esteem & anger management sessions.

3(f) How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

3.24 All pupils whether they have a special educational needs or not will be involved in the full life of the school. Vicarage Primary School has high expectations for all pupils and intends that all pupils take a full and active part in the classes and Year Group activities. Areas which they are included are: clubs at lunchtime & after school, class educational visits, specialist educational visits to support their SEND provision, Year 4 swimming, as well as specialist swimming sessions, participation in school sports days, school and class productions and performances, attending and participating in school assemblies and being required to complete homework.

3.25 This is a fundamental element to the school meeting their responsibility under the SEN and Disability Act 2001 and fulfilling the school's responsibility under the Public Equality Duty Plan and its Accessibility Plan.

3(g) Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

3.26 The behaviour policy of Vicarage Primary School was reviewed in September 2017 and outlined a number of key features that it believes supports the emotional and social development of children. These include that all children have the right to feel safe, to respect others, to learn and be taught and to be the best that they can be. Furthermore the School upholds that everyone's responsibility is to ensure that their behaviour does not prevent others in this regard. This is referred to as the Vicarage Code of Conduct. Through our behaviour policy and our management of behaviour we aim:

- ❖ To promote good behaviour
- ❖ To encourage all pupils to take responsibility for their own actions
- ❖ To create a caring atmosphere devoid of racism, sexism, bullying or prejudice about ability, disability or acquisition of English in which all can thrive and become the best that they can be.

3.27 "The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item." Power to search without consent for "prohibited items" includes searching for:

- ❖ Knives and weapons
- ❖ Alcohol
- ❖ Stolen items
- ❖ Fireworks
- ❖ Inappropriate images
- ❖ Illegal drugs
- ❖ Any article that has been or is likely to be used to commit an offence, cause injury or damage to property

Any items banned under the school rules which have been identified in the rules as an item which may be searched for.

- 3.28 At times staff may be required to use reasonable force as in line with government advice – “Use of Reasonable Force” DFE July 2013 and in accordance with the school’s Positive Holding Policy April 2016.
- 3.29 The School’s expectation for staff is to create calm, ordered classrooms, conducive to learning, with clear routines, negotiate class rules at the beginning of each school year with the pupils, reinforce the rules through consistent use of the traffic lights system, manage behaviour throughout the school in accordance with policy and agreed practice, act as positive role models for pupils.
- 3.30 Pupils expectations are to act respectfully (bullying swearing, abusive language will not be tolerated, nor will racist, sexist, homophobic, discriminatory abuse / behaviour), follow instructions, comply and co-operate (defiance / refusal to follow instructions will not be tolerated), take care of the learning environment and the property of others (vandalism / theft will not be tolerated), promote the good reputation of the school at all times both inside / outside of school (cyberbullying / social media bullying, fighting, theft outside of school will not be tolerated), care for others and not hurt / offend others – (no fighting, no verbal abuse, no weapon shall be brought into school)
- 3.31 Parents are expected to support the school’s behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate, encourage respect for their child’s school, staff and their child’s classmates, show respect and support for the school’s policies, keep the school informed about any issues that arise that might affect their child’s work or behaviour
- 3.32 Behaviour in class is managed by the class rules displayed on the wall, the traffic lights system and a system of sanctions and rewards. Traffic lights are displayed in a prominent place in each classroom and stay up all year. The ‘traffic lights’ are red, orange (amber) and green circles on large black paper with a name label for each pupil. A thinking table in the classroom is also allocated. Pupils are
- 3.33 The Space is a room set aside for pupils to go for time out and loss of playtime. It is intended as a solution focused problem-solving time where pupils can reflect on their behavioural choices; it is run by senior leadership and supported by the learning mentors. In the Sanction Room all children will be asked for an account of their actions / behaviour (written / verbal as appropriate) so that an incident can be thoroughly investigated and a resolution reached (see Behaviour Policy). At lunch times the Vicarage Vital Volunteers (VVV) operates to help these pupils, by placing them in the Early Years /Key Stage 1 classrooms to support pupils and assist the teachers.
- 3.34 Individual behaviour programmes exist in school for a small number of pupils and may take the form of one or more of the following strategies:
- ❖ Individual target-setting and reward chart in the classroom
 - ❖ Part of lunch breaks spent each day in the Space, limited / restricted time in the playground
 - ❖ Observations and feed back to staff
 - ❖ Regular (weekly) contact with parents/carers e.g. phone calls from school to home to feed back progress (especially when this is positive), parent coming into school

- ❖ Home-school record books
 - ❖ Regular work with the Learning Mentor
 - ❖ Small group work on e.g. self-esteem, social skills, friendship, anger management.
 - ❖ Class circle time with a focused theme
 - ❖ Set period of time to work in the Space with the emphasis on earning the right to go back in the classroom / playground
- 3.35 On very rare occasions it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance the school will put a Pastoral Support Plan (PSP) into place in order to support the pupil and try to prevent this occurring. This is a time limited plan that involves the pupils, school and parents / carers working together to establish clear targets for improvement and the support measures (both at home and at school) needed to achieve these. There will be regular review to assess progress and make amendments as needed. Where appropriate other agencies including the Behaviour Support Service will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the pupils. Pupils in breach of the Behaviour policy an exclusion may be considered. Exclusions can be either, internal / external / fixed / permanent.
- 3.36 The school has an Anti-Bullying Policy that was reviewed in February 2016. The aim of the policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and will be dealt with fairly, consistently and reasonably. Every year special anti-bullying weeks & workshops occur to reinforce the policy, reduce anti-bullying in school and in the future.
- 3.37 Additional pastoral support is given through the three Learning Mentors that the school employs to support pupils with emotional and social needs. One Learning Mentor is responsible for Early Years / Foundation / Key Stage 1, a second Learning Mentor is responsible for Lower Key Stage 2 and the third for Upper Key Stage 2. A Behaviour Support Provision Map outline each pupils support requirements, that could include daily mentoring, social skills work, in-class support, behaviour target setting, anger management groups and increasing pupil's self-esteem sessions. A leaflet has been produced for visitors and parents outlining their work and support.
- 3.38 Referral to outside agencies e.g. Educational Psychologist, Educational Welfare, Social Services, Behaviour Support Services, Community Links, counselling and therapy services

4 Name and contact details of the SENCO

- 4.1 Shelly Ann Clunis is the AHT/Inclusion Lead and can be contacted by email on shellyann.clunis@vicarage.newham.sch.uk or by option 2 on the school telephone number – 020 8472 1010 / 020 8472 0674
- 4.2 Roxana Vasiloiu is the SEND Support and can be contacted by email on roxanne.vasiloiu@vicarage.newham.sch.uk or by option 2 on the school telephone number – 020 8472 1010 / 020 8472 0674

5 The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

- 5.1 It is explicit and implicit in Section 317 Education Act 1996 that Governors and school staff keep fully informed about developments in special educational needs. The TDA Professional Standards for Teachers also require staff to be well skilled and aware of local and National developments; how this is done has to be included in the policy. Therefore the following may be helpful in developing this section of the policy.
- 5.2 From September 2000, SENCO's must undertake national SENCO training (within three years of holding the post) or hold relevant qualifications.
- 5.3 The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher / SENCO/AHT/Inclusion Lead.
- 5.4 The SENCO and Head Teacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.
- 5.5 Other teaching staff will be kept up-to-date informally by the Head Teacher /SENCO/Inclusion Lead and formally at staff meetings and training.
- 5.6 Educational Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by the AHT/Inclusion Lead.

6 Information about how equipment and facilities to support children and young people with SEND are secured

- 6.1 The governors ensure that the needs of pupils are met by employing a full-time SENCO, Learning Support Teacher, Educational Assistants, Learning Mentors & a part-time Speech Therapist. The Head Teacher, AHT/Inclusion Lead and SENCO use part of the school budget, the Higher Needs Funding for specific pupils and pupil premium to identify the areas of pupil need and to make appropriate provision and interventions. These are identified in the Inclusion Register and Pupil Premium Report.
- 6.2 Many of the SEND pupils who are identified in Specialist Need group receive Higher Needs Funding (HNF) from the Local Authority. This funding is used to provide adult support, specialist support sessions (ie horse-riding, hydrotherapy, music interaction), and equipment.
- 6.3 The allocation of resources is identified in the SEND Inclusion budget document. The budget is set by the Head Teacher and governors in May of each year. This document indicates the SEND area, its purpose, and responsible person.

7 Arrangements for consulting parents of children with SEN and involving them in their child's education

7.1 Involvement of parents is a strong feature of Code, the SEN Toolkit, SEN and Disability Act and the Green Paper for Education 2013. It is vital that schools are clear about how they can keep parents involved.

7.2 Parents are involved in a number of ways at Vicarage Primary school. They include the following:

- ❖ Monthly Newsletter
- ❖ Consultation Evening
- ❖ Annual Reports
- ❖ Whole school events & Performances
- ❖ Termly Review Meetings
- ❖ Annual Review Meeting
- ❖ New Pupil Induction Meetings
- ❖ Transfer meetings to a new Key Stage
- ❖ Review of pupil IEP's and the target setting process
- ❖ Sports Days
- ❖ Seeking parent & pupil views and concerns through annual parent / pupil surveys and questionnaires
- ❖ School website
- ❖ Family support worker
- ❖ SEND Parent Support Group
- ❖ BESD Parent Support Group
- ❖ Reception Screening home visits programme

8 Arrangements for consulting young people with SEND and involving them in their education

8.1 All pupils are encouraged to give their views regarding their education and support to teachers and Education Assistants within the school day.

8.2 Pupils may be part of the School Council, which meets regularly each month. The School Council represents the pupil voice to the Head Teacher on matters regarding the operation of the school.

8.3 At Annual Reviews, pupils state their views through a Pupil Views Form and in person at the Annual Review meeting

9 Arrangements made by the governing body to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

9.1 Governing Body has identified an SEND governor (Mrs Caroline Latim) to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

- 9.2 The complaint procedure for special educational needs mirrors the school's other complaints procedures which can be found in the school. However, it is very important that parents are made aware of this especially as the LA now has conciliatory services to assist both parents of children with special educational needs and schools.
- 9.3 If a parent or carer has a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then it should be addressed to the Phase Leader and then to the AHT/Inclusion, SENCO and SEND Support.
- 9.4 If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the parent concerns should be put in writing to the SEND Governor (Caroline Latim). The Chair of Governors, (Revd Quintin Peppiatt) will be involved after other avenues to resolve the situation have been exhausted.
- 9.5 The school must also make provision to inform parents about Parent Partnership and how to make representations to the LA.

10 How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

- 10.1 Newham has a number of centrally retained educational support services. These include the following: Behaviour Support Service (BSS), Language Communication Interaction Service (LCIS), Learning Support & Dyslexia Team (LSDT), Sensory Service, Child and Family Consultation Service (CFCS), and the Educational Psychology Service.
- 10.2 Health Service providers include the following: School Nurse Service, Occupational Therapy Service, Speech and Language Therapy Service, Physiotherapy Service, Wheelchair Service and the Child and Adolescent Mental Health Service (CAMHS).
- The school nurse is also in school regularly to see all pupils about whom there is a medical concern. The nurse is happy to make appointments to see parents. Appointments for medicals can also be made by parental request.
- 10.3 The Social Service sector supports pupils in social need and includes children under the Safeguarding Team, Child Protection regulations and Looked After Pupils. We have close contacts with the local Social Services Department
- 10.4 Vicarage Primary School has forged a number of links with the following:

- ❖ Newham Schools – Primary & Secondary
- ❖ Teaching School Alliance
- ❖ Public Leisure facilities (ie East Ham Leisure Centre, Beckton Gym)
- ❖ TFL
- ❖ Beckton Horse-Riding School for the Disabled
- ❖ The Well (the local Community Centre)
- ❖ Local Nursing Homes
- ❖ Local businesses (ie Tesco)
- ❖ Fire Service
- ❖ Local Churches
- ❖ Richard House Children's Hospice

11 The contact details of support services for the parents of SEND, including those for arrangements made in accordance with section 32

Staff and parents may contact

| | |
|---|--|
| Complex Needs and Dyslexia Service (Group Manager-Raj Mistry) raj.mistry@newham.gov.uk | Brampton Primary School 020 3475 2311 |
| Language Communication & Interaction Service (Group Manager-Judy Roux) judy.roux@newham.gov.uk | Lathom Junior School 020 3373 3837 |
| Sensory Service (Group Manager-David Canning) david.canning@newham.gov.uk | New Tunmarsh Centre 020 3373 8372 |
| Educational Psychology Service (Principal-Philip Stock) Philip.stock@newham.gov.uk | Building 1000 020 3373 2705 |
| Special Educational Needs Section (Group Manager-Melanie Foster) Melanie.foster@newham.gov.uk | Building 1000 020 3373 2705 |

Behaviour Support Service
(Head-Becky Evans)
becky.evans@newham.gov.uk

New Tunmarsh Centre
020 3373 0935

Exclusions & Reintegration Service

Behaviour Support & Attendance
(Manager-Ros Cooper)
ros.cooper@newham.gov.uk

020 3373 6524

Head of Inclusion, Behaviour Support & Attendance

020 3373 2100

12 The contact details of support services for the parents of SEND

SPINN OFF (Family Advocacy)
(Group Manager-Sue Smith)
sue.smith2008@hotmail.com

07940 187954

Speech Therapy Service
Physiotherapy Service
Occupational Therapy Service
Child Development Centre
Specialist Development Centre

West Ham Lane Clinic
020 8250 7300

Child Family Consultation Service
CAMHS
Veronica Riviera- Gould

York House. Barking Road
020 70558400

13 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

- 13.1 The 2002 Code of Practice and Education Bill Green Paper 2013 requires a graduated response and identification. If a child has an identified special educational need when starting at Vicarage Primary School, the SENCO and class teacher should:-

- ❖ Use information arising from the child's previous educational experience to provide starting points for the curricular developments of the child
- ❖ Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- ❖ Use the curricular and baseline (SEN National Developmental Journal – if in Nursery or Reception) assessment processes to allow the child to show what they know, understand and can do, as well as identify any learning difficulties
- ❖ Ensure that ongoing observation and assessment processes provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- ❖ Involve parents in developing and implementing a joint learning approach at home and in school.
- ❖ Progress against objectives specified in the National Curriculum, P Scales & Developmental Journal
- ❖ Use standardised assessment tools
- ❖ Class teachers to be responsible for differentiation within planning of all curriculum areas, in such a way that access is provided for all pupils

13.2 Admissions

Pupils with special educational needs will be admitted to Vicarage Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information, plan a relevant differentiated curriculum and transition into school.

13.3 Early Years / Targeted SEND pupils

Some pupils will continue to have difficulties in accessing the curriculum and the learning environment which is additional to and different from other pupils. If teachers and others have concerns, with evidence and differentiation in place, the following should take place:-

- ❖ Planning and preparation of individual or group education plans must be continued.
- ❖ Differentiation of core curriculum areas must be clearly planned and recorded.
- ❖ Areas can be extended to include fine and gross motor skills
- ❖ Pupils whose emotional and behavioural needs impede their learning must also have behaviour targets set and receive support from the Learning Mentors.
- ❖ Parents must be invited to discuss their children's behavioural targets & APP Tracking targets, P Scale & Classroom Monitor & Developmental Journal.
- ❖ Wherever possible, targets should be discussed with pupils
- ❖ The SENCO should be involved at different stages to provide further strategies & advice for managing behaviour and various SEN needs

Early Years / Specialist SEND pupils

For some pupils, more specialised help may be required. If a pupil continues to have difficulties, even with the use of differentiated learning opportunities, individualised programmes, and the help of concentrated group work wherever possible it will be necessary to:-

- ❖ Discuss concerns with SENCO and parents
- ❖ Revise learning targets, using IEPs at least termly, but more often if necessary
- ❖ Look at further support available within the school.
- ❖ Consult with outside specialists, in conjunction with the SENCO. The results of such consultation will be reflected in IEP targets
- ❖ SENCO to keep updated records of all meetings, assessments, etc
- ❖ Observations from the Educational Psychologist will be requested

Wherever possible IEP's should be discussed with pupils

13.4 Transfer of SEND pupils from Early Years to Key Stage 1

Meetings between staff take place in the Summer Term to discuss attainment, progress, strategies and interventions for SEND pupils. The current IEP and assessment data of pupils is reviewed and a new IEP is written.

Pupils spend time with their new teacher and visit their new classroom for an afternoon 4 weeks before the end of the school year.

Parents are informed of transfer arrangements 4 weeks before the end of the school year. They are also informed of support arrangements.

Pupils are prepared for this transition through additional classroom visits and appropriate resources (ie visuals of the class teacher, support staff, environment)

13.5 Transfer of SEND pupils from Key Stage 1 to Key Stage 2

Meetings between staff take place in the Summer Term to discuss attainment, progress, strategies and interventions for SEND pupils. The current IEP and assessment data of pupils is reviewed and a new IEP is written.

Pupils spend time with their new teacher and visit their new classroom for an afternoon 4 weeks before the end of the school year.

Parents are informed of transfer arrangements 4 weeks before the end of the school year. They are also informed of support arrangements.

Pupils are prepared for this transition through additional classroom visits and appropriate resources (ie visuals of the class teacher, support staff, environment)

13.6 Transfer of SEND pupils to Secondary School

In-line with the Code of Practice, a review must be held for pupils with special educational needs, during the summer term of year 5. As well as parents, LEA representatives, staff from Vicarage, the educational psychologist, support staff and other professionals must be invited to attend. The review must be held in order to ensure that on their entry to year 7, all necessary support is in place, and that the transition is as smooth as possible. The SENCO attends a Secondary Transition Day in the Summer Term to meet with the SENCO's from Newham's secondary schools to discuss all the SEN pupils and those with Care Plans. Pupils who are at School Action are also included in this transition programme. Visits to secondary schools are arranged for these pupils in the Summer Term plus additional visits and individual transition programmes to provide a smooth transition into Year 7.

14 Information on where the Local Authority's Local Offer is published

- 14.1 The Local Authority's Local Offer is published on the Newham Council website under the SEN section