

VICARAGE PRIMARY SCHOOL



SEND POLICY (2017-18)

Person responsible for the policy	AHT for Inclusion – Shelly Ann Clunis
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Signed by Chair of Governors:	Signed by Head teacher:

SEND POLICY 2017-18

1 INTRODUCTION

- 1.1 We at Vicarage Primary School are committed to meeting the SEND (Special Educational Needs and Disability) of pupils and ensuring that they make good progress.
- 1.2 SEND children have learning needs, which calls for special educational provision to be made for them. We recognise that pupils learn at different rates and there are many factors affecting achievement including ability, emotional state, age and maturity. We are particularly aware of the needs of KS1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils at some point in their school careers may experience difficulties which affect their learning and we recognise that some may be long term or short term.
- 1.3 Children have a special educational needs if they;
- a) have a significantly greater difficulty in learning than the majority of children of the same age or;
 - b) have a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA).
- 1.4 **Staff should:**
- Provide positive role models at all times
 - Follow procedures in this policy
 - Establish and maintain clear and consistent expectations and boundaries
 - Discuss with pupils when and how they could have made more positive choices when something goes wrong.
 - Encourage, self-esteem and self-respect in pupils

2 FUNDAMENTAL PRINCIPLES

- 2.1 Vicarage Primary School adopts the following fundamental principles, regarding the successful inclusion of SEND pupils, taken from the revised SEND Code of Practice, (2014), Children & Families Act (2014) and is fully endorsed by the London Borough of Newham:
- 2.2 All teachers are teachers of children with special educational needs. Teaching children with SEND is therefore a whole school policy. The Special Educational Needs of children will normally be met in mainstream schools or settings.
- 2.3 The views of children and parents should be sought and taken into account. Parents and carers have a vital role to play in supporting their child's education. Children with SEND should be offered full access to a broad and

balanced and relevant education including the Foundation Stage Curriculum, the National Curriculum and the DFE guidelines for children who are attaining significantly below age-related expectations.

- 2.4 Access to the curriculum, physical environment and general life of the school is an entitlement of all children. The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that calls for special educational provision.

However, not all children defined as disabled will require this provision. For example, a child with medical needs such as asthma or diabetes, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

- 2.5 The successful inclusion of all pupils at Vicarage Primary School is to be actively sought by all members of the school community. All stakeholders that are involved in the education of the child (parents/carers, teaching and non-teaching staff and outside agencies) should share their knowledge and understanding of the child and work in partnership for the good of the child. The school's allocation of SEND resources should reflect the various levels of need experienced by pupils. All pupils should be given opportunity to reach their full potential educationally, emotionally and physically.

- 2.6 The practice that the school articulates in this document should influence
- Job descriptions
 - Questions at interviews
 - The staff handbook
 - Staff induction

3 AIMS, OBJECTIVES & PRIORITIES

3.1 AIMS

All children are individuals. They have a wide range of academic, behavioural, physical, social and emotional needs. We aim to meet these needs, as far as possible, through good quality classroom practice that includes:

- 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

This approach means that the majority of children, including those with learning difficulties or exceptional ability, are able to work and succeed within the class at a level appropriate to their needs. Some children do have Special Educational Needs (SEND) that requires more support than can be given by the class teacher alone. Here we follow a staged approach to SEND provision as defined in the Code of Practice (COP). All members of the school are encouraged to show respect for all people, irrespective of perceived ability or disability. Differences between children are viewed positively. Positive self-images are developed by the value we place on the contributions of all children.

3.2 OBJECTIVES

The objectives of the school are as follows:

- To increase class teachers' role and expertise in meeting the needs of children with SEND in class.
- To continue to improve our partnership with parents.
- To increase the extent to which all children are included in class and in school as a whole.
- To continue to adapt the physical environment, to cater for the increasing variety of needs that we have to meet. (See Accessibility Plan)
- To monitor practices effectively to assess the pupils' progress and access to the curriculum.

3.3 SCHOOL PRIORITIES

The following whole school priorities as identified in the School Improvement Plan are as follows:

Outcomes for Pupils

- To ensure all pupils make expected progress from their different starting points in Reading, Writing and Maths. At least 30% of pupils in class to achieve the higher standard in Reading and Writing

Teaching, Learning and Assessment

- To ensure feedback both verbal and written across the curriculum is effective and enables pupils to improve their knowledge, understanding and skills.

Personal Development, Behaviour and Welfare

- To ensure attendance for all groups of pupils is at or above the national average of 96.1%

Leadership and Management

- To develop teacher's confidence so that a mastery approach to teaching and learning is applied across the curriculum

4 ROLE & RESPONSIBILITIES

- 4.1 At Vicarage Primary school the governing Body has identified a SEND governor 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. The SEND governor meets regularly with the AHT for Inclusion and SENCO to do this.
- 4.2 The AHT for Inclusion is the school's "responsible person" and manages the school's special educational needs and works alongside the SENCO. The AHT for Inclusion and Head Teacher meet regularly to discuss SEND matters. The AHT for Inclusion is part of the School's Senior Leadership Team. The Head Teacher will keep the governing body informed about the special educational needs provision made by the school through meetings and reports. The AHT for Inclusion attends governors meeting upon request to provide more detailed information.
- 4.3 The SEND Leadership Team comprises of the AHT for Inclusion, SENCO and SEND support.
The AHT for Inclusion is responsible for the strategic lead and operation of SEND at the school and accountable for improving standards and maintaining the ethos of the school. The SENCO shares the day-to-day running, co-ordination and management of the SEND team. Both maintain the SEND Register and liaise with outside agencies and other support agencies, link with parents, chair annual reviews, advise and support colleagues, manage the resources both material and human to enable appropriate provision to be made for children with special educational needs and contribute to the professional development of all staff. The role of the Inclusion Lead and SEND Support is to co-ordinate all the support for children with Autistic Spectrum Disorder. The SEND Support, Inclusion Lead and Phase leaders equally share the responsible for the cover arrangements of staff in SEND Team, supports the induction of new staff and volunteers. The SEND Support is the dyslexia lead for the school; co-leads the support of pupils with medical needs and SEND educational visits programme and staff appraisals.
- 4.4 The responsibilities of SEND teaching assistants is to help children access the curriculum, to be a Key Worker to a SEND pupil, to liaise with staff and parents, implement programmes and record progress and support / lead specialist SEND groups and to make resources to support children's learning
- 4.5 The role of the class teacher is to take responsibility for the progress and initial identification for children with SEND, liaise with SENCo and other professionals, to differentiate work accordingly through first quality teaching and setting appropriate targets, to report on identified children's progress, to maintain records in conjunction with the AHT for Inclusion, SENCO, and SEND support.

5 ADMISSIONS ARRANGEMENTS

- 5.1 Pupils with special educational needs follow the LA's admission procedures. No child will be discriminated against on account of a Special Education Need or disability. Places permitting, we will accept any child who pupil services allocates to the school, who lives in the catchment area, whose parents have chosen the school and whose Educational Health Care Plan names the school
- 5.2 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.
- 5.3 In some cases, with parents' consent, an admission may be delayed or staggered to enable an appropriate support package to be put in place. Similarly, nursery children might only attend part of the week while they are "settling in". Their parent may also stay with them if needed, during this time. (N.B. Nursery children usually only attend school in the mornings or afternoons).

6 ACCESSIBILITY

- 6.1 To ensure access for pupils or parents with disabilities, the school has a School Accessibility Plan that is reviewed every three years. 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) and two Evac Chairs. The school is to establish a disability parking area.

7 RESOURCES

- 7.1 The governors ensure that the needs of pupils are met by employing an AHT for Inclusion, a full-time SENCO and Higher Level Teaching Assistant, Educational Assistants, & a part-time speech Therapist. The Head Teacher and AHT for Inclusion 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 SEND Register.
- 7.2 The AHT for Inclusion has access to the SEND Budget, which is spent to meet the wide variety of SEND needs. Resources are placed in Curriculum areas in the SEND Room and are placed in an inventory and catalogue for SEND use across the school. The school also has a SEND library to support staff training & support of SEND pupils.

- 7.3 Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.
- 7.4 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.

8 IDENTIFICATION, ASSESSEMENT & REVIEWS

IDENTIFICATION

8.1 SEND pupils are categorized under the four broad areas of the SEND Code of Practice and Children's and Families Act (2014).

These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory, Physical and Medical

COMMUNICATION & INTERACTION (CI) includes pupils with Autistic Spectrum Disorder (ASD), Asperger Syndrome (AS), Speech & Language and Social Communication issues.

Appropriate intervention pathways include speech and language sessions, visual support systems, Social Communication groups, Social Communication Emotional Regulation Transactional Support approach (SCERTS) and Colourful Semantics

COGNITION & LEARNING (CL) includes pupils with Dyslexia, Processing and memory issues, Dyscalculia, Auditory Discrimination difficulties, Dyspraxia, Moderate Learning Difficulties, Visual Dyslexia, Complex Needs / PMLD. Appropriate Intervention pathways include specialist sessions, Listening Programme, Turnabout, Dynamo Maths, Cogmed, Colourful Semantics, Sensory Maths, Tinted spectacles, Sensory PE, Dyslexia Sessions.

SOCIAL, EMOTIONAL & MENTAL HEALTH (SEMH) includes pupils with Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Disorder, Self-harm issues, Emotional Difficulties, Poor Self Esteem, those suffering from trauma, moodiness, social skill issues, anger management and control problems. Appropriate Intervention pathways include the use of behaviour charts, Behaviour Ladder, Conflict Resolution Groups, Mentoring/Social Coaching, and support in the Tree House Nurture Group.

SENSORY, PHYSICAL & MEDICAL (SPM) includes pupils with Visual Impairment, Hearing Impairment, Deafblind, Sensory Disorders, Physical Disabilities and complex medical conditions affecting learning. Appropriate Intervention pathways include Soft Play, Sensory Room, Hydrotherapy, Health Care Plans, Swimming, Sensory PE and Horse-Riding

ASSESSMENT

- 8.2 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the AHT for Inclusion or SENCO or SEND support assess and monitor the children's progress in line with existing school practices. This is an on-going process. The AHT for Inclusion, SENCO and Specialist Teacher will analyse assessments including baseline tests and decide if adequate progress has been made.

TEACHER REFERRAL

- 8.3 Initial concern is made by the class teacher who becomes concerned about a child's progress, or attainment, or aspects of their behaviour, through classroom observations, as the result of termly assessments, pupil progress meetings or through the admissions procedure. The parents are invited in to discuss the concerns with the class teacher. This discussion may lead to the conclusion that the pupil requires help over and above that which is normally available within the class. A Pupil of Concern Form is filled out by the class teacher and a copy of this is given to the AHT for Inclusion or SENCO. AHT for Inclusion or SENCO then completes an assessment and observation on the child and discusses any recommendations with the teacher and if necessary with parents. If the problem continues, the AHT for Inclusion or SENCO gets in contact with outside agencies for additional help/support. If appropriate, in consultation with parents, targets are written to support the child. If interventions are required the child is placed on the SEND Register. Copies of the information & targets are held in the Class SEND Folder, SEND records (held in the SEND Room) and by parents.
- 8.4 All adults working with the child should have access to the targets to ensure consistency of approach. The SEND targets also forms the basis for termly reviews of progress. A child with long term targets usually receives support from the school's resources, through a Teaching Assistant(s) and/or the SEND team. This support may be in class or in withdrawal groups. If a child has a SEND target for behaviour, they may not receive any help from a teaching assistant on a 1 to 1 basis. A behaviour support plan will be put in place which will be closely monitored by Learning Mentors, the Pastoral Support Lead, AHT for Inclusion, SENCO and the Class Teacher
- 8.5 If a child's performance is underachieving for a period of two terms and they fail to make adequate progress the teacher will refer their concern to the AHT for Inclusion or SENCO. The school defines inadequate progress in Key Stage 1 as 2 as pupils who are working at a year below expectation. If Quality First teaching and additional classroom support is able to meet the needs of the child they are not placed on the register. If specialist interventions are required they are placed on the register.

REVIEWS

- 8.6 Targets are reviewed regularly and parents will be invited. If they are unable to attend then a copy of the new targets will be sent home and the parent's views will be welcomed. All pupil's progress is reviewed throughout the year at specific assessment times. Targeted pupils receive fewer targets which are specific and personalized. Higher Needs Funded pupils (Specialist pupils)

receive more targets so that their Key Workers know where to move the pupil on and provide future challenge.

- 8.7 Children's progress is monitored at each stage through various reviews. The type of review, and who attends will vary according to how they are coping in class. Reviews are usually held termly, and either can coincide with parents' meetings or protected time is given for them. Reviews may consist of a meeting between parents and class teachers, AHT for Inclusion and SENCO. Parents are always invited to all reviews. Children's views are sought as well. The AHT for Inclusion & SENCO chairs reviews for children with Education Health Care Plans, or who receive High Needs funding. The AHT for Inclusion & SENCO will also chair reviews of children where appropriate e.g. at the start of support from outside agencies, or where a child receives support from many different agencies. For a child with a statement of High Needs Funding, the LA's SEND Officer, and outside agencies should be invited. AHT for Inclusion & SENCO collates information from the annual review to send to the borough. It is expected that this is done within 10 working days of the review. The purpose of reviews is to evaluate the child's progress and provision & identify further provision.

HIGHER NEEDS FUNDING (HNF) REVIEWS

- 8.8 If a child has HNF an Annual Review will take place with parents and professionals once a year. This review will consist of a general report, parent, pupil, teacher, teacher assistant views and professional advice from outside agencies.

FORMAL ASSESSMENT

- 8.9 A Formal Assessment is a multidisciplinary assessment designed to produce a detailed picture of the child's needs. The LA requests advice from parents, school, health, educational psychologist, Social Services (if involved) and any other professionals involved. When all the advice is received the LA will make a decision on whether or not to issue an Educational Health Care Plan (EHCP). The time taken between initiation of the FA and the issue of the Final document should be no longer than 6 months. During this time children will continue to receive support. An Educational Health Care Plan is a legal document that describes the needs of a child, the type of provision a child should receive to meet these needs and the procedures to review this provision. It also names the school and describes any non-educational provision required. The LA is legally responsible to ensure that what is detailed in the EHCP is provided. An annual review of the EHCP will always be carried out.

9 CURRICULUM

- 9.1 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.

Class teachers plan and differentiate for the SEND pupils and this is indicated on the plan.

- 9.2 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, sensory disorders and emotional & behavioural difficulties. A range of intervention packages are used across the school including Turnabout, Lexia, RWI, Dynamo Maths, The Listening Programme, and Sensory PE.
- 9.3 Specialist SEND pupils have opportunities to attend specialist swimming sessions at East Ham Leisure Centre, Soft Play, Gym and horse-riding at Beckton Riding Stables. Pupils regularly go on class educational visits and to the local shops to practice their life skills. Public transport is used to attend specialist sessions. Targeted SEND pupils may join them if appropriate.
- 9.4 Specialist SEND pupils in school attend specialist sessions for music interaction, social communication, sensory room, soft play room, Sensory PE, and Sensory Maths. Learning Mentors provide mentoring, social skills group and self-esteem & anger management sessions. Targeted SEND pupils may join them if appropriate.
- 9.5 Children with emotional difficulties have access to a nurture approach, which is accessed through classroom support and a nurture room known as 'The Tree House'
- 9.6 A SEND Provision Leaflet has been published in accordance with 2013 DFE guidelines to outline the school's offer for SEND pupils at Vicarage School.
- 9.7 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

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

- 9.8 The SEND Action Plan guides the future direction for the school's SEND provision development and considers actions to consolidate & reinforce current practices.

- 9.9 The Accessibility Policy outlines three standards within three aspects of provision. These aspects are: Curriculum Accessibility, Physical Accessibility and Provision of Information.
- 9.10 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 overcoming 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 SEND.
- 9.11 The School's Behaviour Policy (Sept. 2017) and Positive Handling Policy (January 2017) outlines how behaviour is to be managed in school. The Positive Handling 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.
- 9.12 All teachers manage behaviour with regard to the school's Behaviour Policy. Staff are encouraged to pay particular attention to positive behaviour management strategies. Teachers are encouraged to identify, assess and provide for children presenting behaviour management problems through the same graduated response described above. Hence, children may be on the SEND register for education needs, behaviour needs, or both.
- 9.13 The Public Sector Equality Duty Plan (April 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:
1. 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)
 2. To ensure that all pupils are encouraged and given opportunities to achieve their full potential (Advancing Equality of Opportunity Between People)
 3. 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)
 4. To ensure British Values are supported at the school

- 9.14 The Aromatherapy & Massage Policy outlines the management of massage with SEND pupils.
- 9.15 We recognise that there is often a difficulty in identifying and assessing whether some second language learners have SEND, particularly if they are at the early stages of acquiring English. An underlying learning difficulty may be masked by the child being at the early stages of acquiring English. Similarly, difficulties arising from a lack of English may be wrongly attributed to SEND. The absence of clear indicators of learning difficulty, pupils at the early stages of English language acquisition should not be placed on the SEND register

10 ARRANGEMENTS FOR CO-ORDINATION SEND PROVISION

10.1 The 2014 Code of Practice and Children and Families Act (2014) requires a graduated response and identification. If a child has an identified special educational need when starting at Vicarage Primary School, the AHT for Inclusion 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 (SEND National Developmental Journal – if in Nursery or Reception or P Scales in Years 1-6) 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.
- Use standardised assessment tools to assess pupil's needs and possible reasons for SEND identification
- Class teachers to be responsible for differentiation within planning of all curriculum areas, in such a way that access is provided for all pupils
- Place SEND pupils on a SEND Register according to the 4 broad areas of SEND Support
- Identify and plan appropriate interventions and review progress

10.2 SEND Register

SEND pupils at the school are identified as Specialist or Targeted pupils according to their funding level and high level of need on the SEND Register

- Specialist SEND pupils receive additional higher level funding support from the LEA or may have Education Health Care Plan (or Statement of Special Need). This money is clearly identified so that these pupils can receive appropriate support and interventions. Pupils who may fall into this category are those with a diagnosis of ASD, physical or severe learning difficulties or those with severe emotional and behavioural needs.
- Targeted SEND pupils are those pupils who do not receive a high level of adult support however do require appropriate support and specialist interventions. Pupils who fall into this category are those with moderate learning difficulties, emotional difficulties, visual dyslexia, dyslexia, cognitive difficulties (ie processing and memory issues), dyspraxia, dyscalculia, auditory discrimination issues, visual impairment and hearing impairment. speech and language difficulties.

10.3 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 & Classroom Monitor targets, Learning & Developmental Journal.
- Wherever possible, targets should be discussed with pupils
- The AHT for Inclusion or SENCO should be involved at different stages to provide further strategies & advice for managing behaviour and various SEND needs

10.3 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 AHT for Inclusion or 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 AHT for Inclusion or SENCO. The results of such consultation will be reflected in their targets
- SEND Team to keep updated records of all meetings, assessments, etc

- Observations from outside agencies / Educational Psychologist will be requested as appropriate

Wherever possible targets should be discussed with pupils

10.4 Record Keeping

All SEND related matters are kept within the class teacher's SEND folder. Children's SEND files are also kept in the SEND office containing copies of old and current SEND targets, review notes and any reports from outside agencies. The SIMs software identifies SEND pupils. For some children with SEND this may be recorded as a P level if they are not in the reception or nursery. Progress is recorded on Classroom Monitor.

10.5 Impact of Interventions

The impact of interventions are measured and evaluated through an Intervention Impact Sheet that records the starting point of each pupil and records progress over different time periods. Classroom Monitor and the SEND Register identifies pupil progress and the impact of interventions

11 MEDICAL NEEDS

- 11.1 Children with asthma, diabetes or other medical conditions that might require attention in school should be known by all relevant members of staff. If the condition is acute then a photograph of the child is displayed in the staffroom, school office, and the first aid room with a description of the condition\what may need to be done as well as a care plan. Inhalers and snacks for diabetics should be kept in a safe place in the class and/or school office and must be readily available; they should not be locked away. These are checked half termly to ensure they are current and in date.
- 11.2 Children with medical conditions that do not affect their learning or access to the curriculum are not placed on the SEND register but are placed on a Medical Register.
- 11.3 The school nurse visits school regularly, for routine health assessments and other follow-up\statutory medicals for children with SEND. The school nurse and AHT for Inclusion meet regularly to discuss concerns arising from these medicals
- 11.4 Some children may require physiotherapy on a daily or weekly basis. The AHT for Inclusion co-ordinates this provision and ensures that support staff receive the appropriate training.

12. COMPLAINTS

- 12.1 The complaint procedure for special educational needs mirrors the school's other complaints procedures which can be found in the school and our

website. 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.

- 12.2 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 for Inclusion / SENCO.
- 12.3 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. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.
- 12.4 The school must also make provision to inform parents about Parent Partnership and how to make representations to the LA.

13. TRAINING

- 13.1 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.
- 13.2 From September 2000, SENCO's must undertake national SENCO training (within three years of holding the post) or hold relevant qualifications. The School's SENCO has undergone this training. The AHT for Inclusion is also trained in National SENCO Accreditation.
- 13.3 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 / AHT for Inclusion / SENCO.
- 13.4 The AHT for Inclusion and Head Teacher will keep fully up-to-date about special educational needs issues through attendance at training and cluster meetings. In addition, the AHT for Inclusion / SENCO will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.
- 13.5 Other teaching staff will be kept up-to-date informally by the Head Teacher / AHT for Inclusion / SENCO and formally at staff meetings and training.

- 13.5 Educational Assistants who support individual pupils and groups of pupils will have a wide range of curriculum and special educational needs knowledge. Training required and received will be monitored by and regularly updated by CPD Lead.

14. OUTSIDE AGENCIES INCLUDING HEALTH SERVICES

- 14.1 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.
- 14.2 Health Service providers include the following: School Nurse Service, Occupational Therapy Service, Speech and Language Therapy Service, Physiotherapy Service, Wheelchair Service, Child Development Centre (CDC) 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. She is happy to make appointments to see parents. Appointments for medicals can also be made by parental request. A Health Visitor will be responsible for early year's pupils. Both will approve Health Care Plans.

- 14.3 Newham Social Services Triage 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

15. PARENTS

- 15.1 Involvement of parents is a strong feature of Code of Practice and the Children and Families Act (2014).
- 15.2 Parents are involved in a number of ways at Vicarage Primary school. They include the following:
1. Monthly Newsletter
 2. Consultation Evening
 3. Annual Reports
 4. Events & Performances
 5. Annual Review Meeting
 6. New Pupil Induction Meetings
 7. Transfer meetings to a new Key Stage
 8. Review of pupil targets
 9. Sports Days
 10. Seeking parent & pupil views and concerns through annual parent / pupil surveys and questionnaires
 11. SEND Parents Group meets termly.

12. Two SEND parent mentors are available to support families and lead the SEND Parents Group.

16. LINKS

16.1 Vicarage Primary School has forged a number of links with the following:

1. Newham Schools
2. The Well (the local Community Centre)
3. Local Nursing Homes
4. Local businesses (ie Tesco)
5. Fire Service
6. Local Churches
7. Richard House Children's Hospice

17 TRANSFER OF PUPILS WITH SEND TO SECONDARY SCHOOL

In-line with the Code of Practice, a review is held for pupils with specialist 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 are invited to attend. The review is 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 AHT for Inclusion attends a Secondary Transition Day in the Summer Term to meet with the SENCO's from Newham's secondary schools to discuss all Year 6 pupils and those with SEND needs. Specialist pupils on the SEND Register 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.

18 EVALUATION OF THE SEND POLICY

- 18.1 The review of Vicarage School's SEND Policy takes place on an annual basis.
- 18.2 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 pupil tracking software Classroom Monitor.
- 18.3 Further evidence is also gained from the Inclusion Quality Mark organisation and its judgements and evaluation of SEND at Vicarage School as a Centre of Excellence for SEND. Also by any other school inspection arrangements.