

# The Vaynor First School Redditch West Trust School Inclusion (SEND) Policy 2022 - 24

Signed: Penelope Riddle  
Chair of Governors  
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## Rationale

Here at The Vaynor First School the children are at the heart of all that we do. We want the very best for every child in our care, ensuring that no child gets left behind: socially & emotionally; morally or academically. As a school we want our children to have a true sense of belonging, confidence to have a voice and be themselves, and a clear understanding of how valued their place is within it. Our motto **“Inspired to be the best that I can be”**, encapsulates our vision for our children. By developing **resilience** within the children, they learn and progress towards their very best self, taking pride in all they do.

As a school we want each one of our children to have ambition. For them to continually seek ways of improving in order to achieve success and to enable them to grow as aspirational members of our community, country and the wider world in which they live.

We want our children to **enjoy**, be inspired by and show **compassion, kindness** and **respect** for one another and the world around them.

Children with special educational needs are often particularly vulnerable and it is through the careful consideration of their needs that their continued development at an appropriate level is ensured and we put our mission into action.

This SEN Policy complies with the SEN Code of Practice as set out in the Children and Families Act June 2014 (DFE). It works alongside and in conjunction with The Local Offer offered by Worcestershire Local Authority and various other school policies, including our SEND Information Report, and is embedded in the Teaching and Learning Framework of the school.

## [SEND Local Offer | Worcestershire County Council](#)

## Definition

In line with the SEN Code of Practice (June 2014) “Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*”

“Children have a *learning difficulty* if they:

- ❖ have a significantly greater difficulty in learning than the majority of children of the same age.
- ❖ have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- ❖ are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice June 2014)

### **Acronyms used in this document**

SEND = Special Educational Needs and Disabilities

SENCo = Special Educational Needs Coordinator - the person with overall responsibility of children with Special Educational Needs and Disabilities within the school

### **Our Inclusion Aims:**

- ❖ To promote inclusivity for all
- ❖ To identify pupils with special educational needs early
- ❖ To provide a curriculum which meets the needs of all learners
- ❖ To involve parents and children with the planning and review of their progress
- ❖ To involve support agencies for special assessment and help when necessary
- ❖ To adopt appropriate classroom strategies
- ❖ To show consideration to the wishes and feelings of a child.

### **We therefore intend . . .**

- ❖ To have regard to the Code of Practice (June 2014) on the identification and assessment of special educational needs.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That class teachers will use a range of teaching and learning strategies to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress, provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- ❖ Where a child is identified as having special educational needs an Education Plan will be drawn up tailored to their needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- ❖ Enhance self-esteem by setting appropriate targets.
- ❖ To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of external support agencies.

## **Equality and Inclusion**

At The Vaynor we work hard to be an inclusive school where children feel a sense of community and belonging. We achieve this through:

- ❖ An inclusive ethos which can be seen across all policies.
- ❖ A creative, broad and balanced curriculum which meets the needs of different types of learners.
- ❖ High expectations and suitable targets for all children.
- ❖ Collaboration with other local education providers to explore how different needs can be met most effectively.
- ❖ High regard to our duties to promote disability equality under the Equality Act 2010.

## **Provision at The Vaynor First School**

Provision for children with special educational needs is a matter for the whole school. In addition to the Governing Body, the Head teacher, the SENCO and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

*All teachers are teachers of children with special educational needs.  
Teaching such children is therefore a whole school responsibility.*

High quality teaching which is differentiated and personalised is available for all pupils at The Vaynor First School. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children.

## **The Identification, Assessment and Review of SEND pupils**

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern about a child's progress:

- ❖ Parents/carers
- ❖ Child
- ❖ Class teacher assessments
- ❖ Response/ length of time on SEND register
- ❖ Any of the support services mentioned later
- ❖ Records – transferred from another school
- ❖ Base line assessments
- ❖ SAT results
- ❖ Phonic Screening results
- ❖ In-house testing and assessment

- ❖ Pupil tracking and pupil progress meetings

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ the outcomes from baseline assessment results
- ❖ their progress against the objectives specified in the English and Mathematics National Curriculum
- ❖ their performance against the Age Related Expectations within the National Curriculum at the end of a key stage
- ❖ standardised screening or assessment tools.

### **English as an Additional Language (EAL) & SEND**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the difficulties they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from the EMA unit when necessary.

### **School Model of Assessment and Provision**

When a child is not making sufficient progress, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making expected progress.

Expected progress can be defined in a number of ways:-

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline
- ❖ matches or betters the child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the child's behaviour

### **There are two levels of SEND provision:**

**Additional SEN Support** : The class teacher and SENCo identify that a child may have special needs. They will arrange and monitor **ADDITIONAL SEN SUPPORT** in any or all of the four areas;

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, mental and emotional health
- IV. Sensory and /or physical.

Once a potential special educational need is identified, four types of action will be taken to put effective support in place;

- 1 Assess
- 2 Plan
- 3 Do
- 4 Review

*This will be known as the Graduated Response*

After consultation with parents, information is gathered and the child is placed on the SEND register and an Individual Provision Map (IPM) is devised and its progress is monitored. The child's needs are met as part of teacher's everyday planning.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- ❖ makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- ❖ shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ❖ presents persistent emotional or social difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- ❖ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress.

**Specialist Services** and teachers with additional **specialist** qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child. The intensive specific programmes are regularly monitored and reviewed by the support staff in conjunction with the SENCo.

Advice and support may be requested from an Educational Psychologist and a Consultation Request will be made.

Following consultation advice would be taken as to future and further action.

**EHCP Assessment of Special Educational Needs**

A child will be brought to the LA's attention as possibly requiring an assessment through:-

- ❖ a request for an assessment by the school

- ❖ a request for an assessment by the parent or
- ❖ a referral by another agency eg health authority, social services.

At The Vaynor, if a child is still failing to make expected progress following the Assess, Plan, Do, Review cycle and the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available, then we would make a request to the LA for an assessment.

When a child is brought to the attention of the LA by a request for an Education, Health, Care Plan assessment, the LA must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the LA will pay particular attention to:

- ❖ evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "Inclusion: Providing effective learning opportunities for all children"
- ❖ evidence provided by the child, the child's school, parents and other external professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- ❖ evidence of action already taken by the child's school to meet and overcome these difficulties
- ❖ evidence of the rate and style of the child's progress
- ❖ evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not unusually commensurate with provision through Additional SEN Support.

When an Education and Health Care Plan is written by the authority, teachers will monitor and informally review progress during the course of the year using both the normal curriculum and pastoral monitoring arrangements for all pupils as well as writing IPM's as appropriate.

All Education and Health Care Plans must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the Education and Health Care plan is still appropriate.

### **The Role of the Support Team**

#### **Headteacher**

#### **Special Educational Needs Coordinator**

#### **Teaching Assistants**

- ❖ The agreed role of the special needs team is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.
- ❖ The SEND nominated Governor, meets regularly with the SENCo to discuss SEND issues. The team will have regard to the Code of Practice. We will work closely with and support class teachers in the early recognition and assessment of children. We will work closely with parents meeting as and when necessary.

- ❖ We will coordinate the writing of Individual/Group Provision Maps and all contributions of those involved. We will regularly review and set new targets (long and short term) when appropriate and work with the named children within the class, a group or 1-1 as appropriate. We will plan reviews at least three times a year with the parents, child and class teacher.

**The Headteacher** ensures that the people, resources and actions are in place to meet the need of every child within our school. She is also the person responsible for making sure that the Governing Body is involved in the Special Needs work within the school, supported through reports from the SENCo.

**The SENCo** provides the lead for this work and to provide a point of liaison for parents / carers and outside agencies by;

- ❖ overseeing the day-to-day operation of the school's SEND policy
- ❖ monitoring the progress of children with SEND
- ❖ coordinating provision for children with special educational needs
- ❖ liaising with and advising teachers
- ❖ managing learning support assistants
- ❖ overseeing the records of all children with special educational needs
- ❖ liaising with parents of children with special educational needs
- ❖ contributing to the in-service training of staff
- ❖ liaising with external agencies and educational psychology services, health and social services, and voluntary bodies
- ❖ attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- ❖ work closely with the nominated Special Needs Governor
- ❖ monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

The Inclusion Manager at The Vaynor First school is Helen Colcombe, who is also the SENCo for Years 2, 3 and 4, and Rebecca Joynes is the SENCo for EYFS and Year 1 (01527 543187)

**The Classteacher** is responsible for all of the children within their care, and to ensuring learning experiences are carefully matched to the needs of all children. They must identify when children are not making expected levels of progress and alert the SENCo. They work closely with the SENCo and parents to inform the assess, plan, do and review cycle.

**Teaching Assistants** work with designated children or, more often, groups of children to develop their learning, self-esteem or social skills, overseen by teachers. Their opinions form a vital part of the reviewing process. Two Higher Level Teaching Assistants plan for and leads specific groups, according to need, in areas such as pastoral care, social skills, speaking and listening or learning.

## **Ideas to assist with the meeting of SEND**

Children who learn at a slower rate than their peers, or who are developmentally delayed, so that they progress more slowly, may need some support with classroom tasks, either from the class or a support assistant/ teacher.

### **Children who have specific learning difficulties, often involving language tasks.**

This may become more apparent as the child grows older and fails to make as much progress as his/her peers. They will often require modification of some tasks and structured activities to work on specific skills. The class teacher will be given support. The child may get additional support from school or external support services.

### **Children with physical disabilities which affect their learning, including speech problems, impaired vision and hearing, fine and gross motor or mobility problems.**

These children need particularly careful monitoring, to check they are making good progress, but they may not necessarily need extra support. The needs of individuals with mobility problems have to be addressed when planning educational visits, and all aspects of PE and movement around the school site.

### **Children who are underachieving because of emotional and/or social difficulties.**

These children may have learning difficulties which may be the cause of their problems, and they will need a positive approach and careful monitoring, ideally before the problem becomes acute.

### **Children who are passive or withdrawn.**

These are easily overlooked, but may not be making acceptable progress in academic and/or social skills.

We also need to be particularly aware of new entrants, children who are absent for an extended period, children who are coping with family crises, and children who are the victims of abuse.

## **Planning the Curriculum**

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Adaptations to learning activities within the curriculum framework will help us meet the learning needs of all children.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- ❖ setting suitable learning challenges
- ❖ responding to pupils' diverse needs
- ❖ lessons should be planned to ensure that there are no barriers to every pupil achieving.



This means – adaptations to learning by:-

1. Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.
2. Breaking difficult tasks down into more manageable parts, across the curriculum.
3. More attention to the child's point of entry.
4. More variety between practical and written tasks.
5. Making use of ICT.
6. Building on a child's strengths and interests.
7. Modifying of learning experiences and activities when necessary.
8. Being aware of the differing concentration levels of children within the class.
9. Praising and enhancing self-esteem.
10. The setting of achievable targets.
11. Effective use of additional staff, parents and other children.

### **Classroom Organisation**

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs and disabilities.

This can be achieved by:-

1. Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.
2. Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.
3. Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical class room organisation depending on size and make up of the class.

### **Funding**

All schools in Worcestershire, including Academies, receive funding for Special Needs Children in three ways:

1. The notional budget covers teaching and curriculum expenses as well as the cost of the SENCo.
2. Specified Special Needs money devolved by the County to their formula.
3. Rarely, some top-up funding for a child with an Education and Health Care plan.

## **Admission Arrangements**

All children are welcome to the school. We use the use the admission policy laid down by the Local Authority, Worcestershire.

## **Partnerships**

### **Partnerships with parents / Carers**

- ❖ At all stages of the special needs process, the school keeps parents informed and takes account of their feelings, knowledge and wishes in working with their child.
- ❖ We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

### **External Links**

The school has strong links with providers in the area. We hold termly meetings with Learning and Behaviour Support, Speech and Language therapists and the school Educational Psychologist to discuss the needs of our children and the action we need to take to support them.

We draw on the following experts:

- Learning Support
- Behaviour Support
- Speech and Language Therapy Services
- Physiotherapists
- Occupational Therapists
- Advisory teachers in the areas of physical disability
- School Medical Service
- Local nurseries
- CAMHS
- Autism/CCN Team

### **Pre – School Groups**

Our SENCo discusses children who have been identified by pre-school groups and nurseries as requiring extra support to integrate into school. She liaises with the pre-school SENCo about specific children who are already receiving SEND support. This ensures a smoother transition into school.

### **Middle Schools**

Our main feeder middle school is Walkwood. The SENCos from both schools meet to share information about the children and successful approaches. Should an SEN pupil be transferring to another middle school, then the SENCo will ensure that information is shared in the same way. Often there is a specific transition package organised for vulnerable children.

## **Complaints Procedure**

This is in accordance with the school's Complaints Procedure Policy, a copy of which can be made available upon request.

A hard copy of this policy can also be made available- please ask for a copy from the school office or the SENCo.