



Special Educational Needs and Disability Policy

**"I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit"
(John 15:5)**

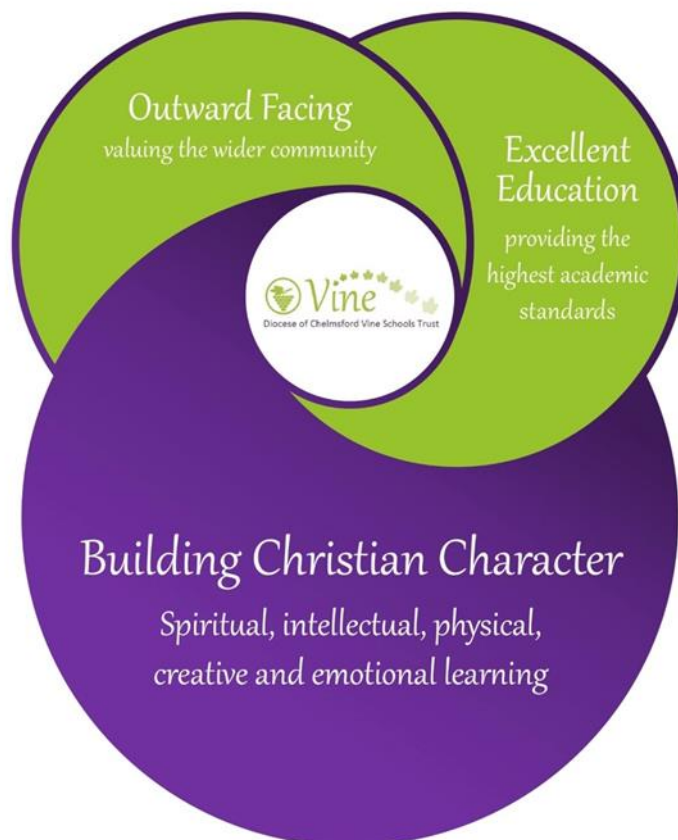
This is a model policy for all Vine schools that has been reviewed and adapted for
Two Village and Mistle Norman Church of England Primary School.
It should be considered alongside the SEND Information Report

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Vision & Values

- V** **Valuing every person**
- I** **Inspiring great teaching**
- N** **Nurturing academic excellence and Christian Character**
- E** **Excelling, unlocking great potential**



Changes to previous edition: This is a new policy

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1.Vision

Our Vision

At Two Village and Mistley Norman Church of England Primary Schools, within a safe and happy environment, we work together to encourage, support and challenge our school community to achieve their dreams and never give up on their goals. Through our Christian values and curriculum, we aim to provide our children with the essential skills that they will require to live in their future world, as well as a love of learning.

Our Christian Vision

‘Sowing the Seeds for Success – With God All Things Are Possible’ (Matthew 19:26)

Through our Vision we aim to:

- raise aspirations for our whole school community, by challenging everyone to aim high, persevere and achieve their goals
- work in close partnership with our families, our church and the wider community
- prepare our children for life in the future and the wider world by supporting them in developing essential life skills which will enable them to succeed in all that they do
- teach our children to be open-minded, tolerant, fair, respectful and responsible citizens who embrace equality and are eager to contribute to local and global communities
- provide a stimulating, creative, broad and balanced curriculum for our pupils which enables them to be enquiring, creative, courageous and to solve problems

In our schools, we listen and work with children, families and organisations outside the school to make sure we are providing the support, encouragement and challenge to help children with Special Educational Needs to:

- achieve and learn alongside their peers
- feel good about themselves and have confidence in their own abilities
- develop and use their talents and abilities for the benefit of all
- care for and respect themselves and others and the world around them.

2.Objectives of the policy:

- To ensure the school fulfils its purpose of being a truly inclusive school.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum suited to the individual’s needs and ability.
- To identify pupils requiring SEND provision as early as possible in their school career.
- To ensure that parents/carers of children with SEND are involved in a meaningful way in our plans, actions and reviews of provision.
- To ensure that SEND pupils are listened to and involved in setting goals, looking at progress, expressing what they find helpful and of interest and reviewing their progress.

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
 - The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

4. What do we mean by Special Educational Needs?

A child has special educational needs if they have a learning difficulty or disability resulting in:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Currently this is under the four broad headings of:

Communication and Interaction
Cognition and Learning
Social, emotional and mental health
Physical and sensory differences

We have a graduated approach to special educational needs provision in line with the Code of Practice.

At all stages, we work with parents, listen to their views, find out information from them and to discuss /seek permission before any referral is made to an outside agency (with the exception of Social Services, in the case of certain safeguarding issues.)

5. Roles and responsibilities

The SENCO

Our SENCO is Mrs Melanie Massey. She can be contacted by phone on 01255 880268 or by email via the school office – schooloffice.twovillage@dcvst.org

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governance member

The SEN governance member is Craig Alderson.

They will

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the schools
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

6. Admissions

We ensure that all pupils with special educational needs but without EHCPs (Education and Health Care Plans) are treated as fairly as all other applicants for admission (as set out in the Code of Practice). A child with an Education and Health Care Plan (EHCP) that names our school will be admitted irrespective of our normal admissions criteria.

7. Allocation of resources

The school receives funding from Essex Local Authority for most children with special needs within our general school budget, as an amount referred to as "devolved funding". An individual amount is also given for those children who have very high-level needs, usually requiring specific one-to-one support. The funding is used to provide the support from learning support assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for Special Educational Needs, to provide cover for meetings and to provide administrative salary costs. Funds received for a child with an Education and Health Care Plan will be allocated to the provision for that child, as described in the Plan, although where provision for a number of children can be usefully combined, this will happen, in accordance with Local Authority advice.

8. Facilities for vulnerable pupils, those with SEN or who are disabled

- The Two Village Primary school site is wheelchair accessible with 3 accessible bathrooms, one of which has a ceiling hoist and changing bench installed. There is also an additional bathroom area with a shower.
- The school is all on one level, with ramps where necessary leading into the building or rooms.
- Corridors within the school are wide and many rooms have double doors.
- The Sensory Room is available for use by all children, with adult supervision. Additional sensory boxes and calm spaces are available in each classroom.
- There is also a quiet working room where children can receive 1:1 intervention including counselling and ELSA sessions.

9. Identification and review of pupil needs

- We work closely with families – parents and carers are the 'experts' on their child, so we encourage them to tell us as much as possible when the child joins our school. This helps us to start to build up a picture and put provision in place.

- We work closely with other settings, professionals and organisations to help build a picture of a child's needs – for example, pre-schools, medical staff, voluntary agencies and the specialist teacher team. We ask parents before actively seeking information from other people.

- We also build a picture of needs by looking and listening – sometimes a child's needs have been identified before they start school here, but sometimes the needs emerge during their time with us. All of our teaching staff are continually assessing children's progress through day-to-day work and it is often when a child's progress is slower than usual that is the first indication that some extra support may be needed. In these cases, the teacher will normally ask the SENCO to observe the child or choose to do some one-to-one work with the child to explore the barriers in more detail. We will then contact parents to discuss next steps including, if necessary, asking for advice/support/information from other organisations.

We do not seek to (nor are we qualified to) diagnose specific conditions – rather we look at barriers to learning and ways to overcome these. Sometimes this will include discussing with parents whether a referral to a more specialist external agency is appropriate and this may result in a diagnosis of a specific condition. We will continue to look at the barriers and ways to overcome them, rather than the label.

- Pupils' needs and our provision are constantly being reviewed, through monitoring, looking at data and listening to children, staff and parents. We work on a cycle of assess-plan-do-review. We welcome parental engagement in this and will invite parents to meet with the class teacher at least three times a year to review what we are doing and next steps. Every effort is made to listen to parents and to invite them to contribute their views. Children are actively encouraged to participate in the assessing and reviewing process, too. This process is very important to us and is sometimes referred to as 'One Planning' or a 'Person-Centred' approach.

10. Approaches to teaching SEN

We firmly believe that most SEN provision should take place within the child's classroom, as part of quality first teaching, also sometimes referred to as adaptive teaching. This involves curriculum adaptation and differentiated planning which means work is adapted to meet the needs of the child; teachers will also decide whether children will work independently or grouped and whether or not an adult is needed to work with them. We employ a number of learning support assistants. The SENCO is there to support, advise on, monitor and help evaluate all aspects of SEN provision. This provision may include extra staff time with a pupil, providing alternative learning materials or special equipment, group support and time spent co-ordinating, on development and training and liaison with other support services.

Individual and small group work may take place in addition to whole class work. This may include:

- Speech and language work.
- Work to develop fine and gross motor skills and improve co-ordination.
- Social skills work.
- Work with children with social and emotional needs who may find school a very difficult place and need some nurturing in a smaller setting for a period of time.
- Focused work on developing maths skills
- Focused work on developing spelling
- Focused work on developing reading

11. How progress towards outcomes is assessed

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant

- Observation and feedback by Senior Leaders, including SENCO
- Pupil's views
- Parent's views
- Pupil progress (measured by success in meeting individual targets, use of standardised tests, evidence from review meetings, quantitative and qualitative data linked to specific interventions)
- Views of external professionals

12. Staff Development

Staff are encouraged to maintain and improve their knowledge and expertise in relation to SEN. Some in-school training takes place, in line with individual and whole school needs, led by school staff or outside providers. Staff also attend external courses or obtain further qualifications through different study routes. We also develop staff by sharing good practice and demonstration, observation and feedback. Close links are maintained with other settings to ensure good practice is shared and incorporated.

13. Consulting and involving pupils and parents

- We offer an open door policy where you are welcome to make an appointment after school to discuss initial concerns with the class teacher. If needed, an appointment can then be made to speak to the SENCo to discuss in more detail how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register, their additional learning needs will be identified and provided for on a Provision Map. A One Page profile and a Learning Support Plan will then be written by the class teacher using a person-centered approach, involving you and your child.
- If your child has complex SEND they may have an Education, Health and Care Plan, which means that a formal meeting, involving all professionals will take place to discuss your child's progress and a report will be written by the SENDCO.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

14. Links with support services

We work very closely with different agencies and health services, including:

- Inclusion Partners
- Educational psychology service
- Medical officers
- Occupational Therapy
- Physiotherapy services
- Speech and Language team
- Hearing and visual impairment services
- The local authority
- Health visitors
- Pre-schools
- Children's centres
- Social Services
- Other partnerships including local support services

15. How support is offered in moving between phases

We recognise the importance of ensuring children move between different phases of their education smoothly. This involves working closely with families, pre-school and secondary schools, as well as the school ensuring that an effective handover meeting takes place at the end of each academic year, so that provision is in place to help children progress as soon as they start in their new class.

We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also offer to visit them in their current school, if this was appropriate. We write social stories with children if transition is potentially going to be difficult. When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits to aid transition. We liaise closely with Staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then a review will be used as a transition meeting during which we will invite staff from both schools to attend. Towards the end of each academic year, pupils spend time with their new teachers to aid transition to the next stage of their school journey. Transition books and videos will also be made available for children to watch over the summer break.

16. Monitoring & Review

This policy will be monitored by the Vine Schools Trust and the SLT/ SENCO through analysis of a range of pupil data. A parental questionnaire may be used to analyse parental attitude to the One planning process.