



## Valley Primary School

CARE – LEARN  
AIM HIGH – BE HONEST  
WORK TOGETHER – ENJOY WHAT WE DO  
LOOK AFTER WHAT WE HAVE – IMPROVE ON OUR PREVIOUS BEST

### **Special Educational Needs and Disability (SEND) Policy**

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

**2016/17**

**Next Review date: March 2018**

#### **Introduction**

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

Valley Primary School is an inclusive school. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the behaviour, well-being, assessment, anti-bullying, medical, curriculum and safe guarding policies.

SEN Information is available on our website ([www.valley.bromley.sch.uk](http://www.valley.bromley.sch.uk)) and explains how Valley Primary School supports children and parents. The website also includes a link to Bromley's Local Offer ([Bromley.mylifeportal.co.uk/lbb-local-offer.aspx](http://Bromley.mylifeportal.co.uk/lbb-local-offer.aspx)) for parents and children with SEN and disabilities (SEND).

This SEND policy is written to comply with the Section 19 of the 2014 Children and Families Act and the SEN Code of Practice 0 -25 (June 2014) together with the Equality Act 2010: advice for schools (DfE February 2013). <sup>1</sup>

---

<sup>1</sup> It is written with reference to inclusive education under:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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

### **Defining SEND:**

The 2014 Code of Practice says that:

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

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

### **AIM**

At Valley Primary School we aim to enable all children to achieve their full potential and to develop the skills and processes required for them to become independent and resilient learners. We will support children to help them to develop a positive self-image and we will offer them purposeful learning experiences.

The school has developed a vision of inclusion, which is based upon the desire to create a socially inclusive community within the school: no child is discriminated against because of disability or learning difficulty.

We aim to create an environment where there is a place for everyone and everyone feels they belong.

### **Our objectives are:**

- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure the best possible provision is made for any individual who has SEN.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs through high quality teaching.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEN Policy with colleagues.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies) and provide an appropriate response.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate fully in their learning.
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents

- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

### **Identification of children needing SEN Support (SENS)**

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

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

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in a vulnerable group
- Being a Looked After Child (LAC)
- Being a child of Service personnel due to mobility

The progress of every child is monitored using the Classroom Monitor tracking system and at half termly pupil progress meetings. Where children are identified as not making expected progress in spite of Quality First Teaching they are discussed with the SENCO, Assessment Leader and Senior Leadership Team and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify "why". This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by the class teacher, who will offer support and guidance.

There is one school based category, Special Education Needs Support (SENS) underpinned by four main categories, plus Medical Needs:

### **Communication and Interaction**

- Autistic spectrum and language disorders

### **Cognition and Learning**

- Moderate learning difficulties, global developmental delay, dyslexia, dyspraxia and dyscalculia;

### **Social, Emotional and Mental Health**

- ADHD, ADD, Attachment Disorders, emotional difficulties, mental health difficulties

### **Physical and Sensory**

- Hearing impaired,

### **Medical Needs**

- Epilepsy, bowel disorders and diabetes

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer a diagnosis. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. However, the school can, in some cases, make a referral to some services, such as, Speech and Language Therapy service, CAMHS, the Well Being Service and Occupational Therapy.

### **Supporting pupils with medical conditions.**

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

The school may contact the School Nurse to work with us on a Care Plan which is shared with school staff. In some cases a Risk Assessment will also be completed.

### **Supporting Pupils and Families.**

We aim to have good relationships with all of our parents to ensure that we take into account their views and aspirations for their child. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher and the SENCO in some cases, will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss any assessments or observations that have been completed

- agree a plan and provision to support their child

This is part of the graduated approach cycle of "Assess, Plan, Do, Review" required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Thereafter, parents and children, are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

If you would like support, advice or signposted to alternative agencies please contact:

Family Worker: Wendy Anderson; [wendy.anderson@valley.bromley.sch.uk](mailto:wendy.anderson@valley.bromley.sch.uk)

### **A Graduated response for children at SENS (SEN support)**

We have chosen to adopt a graduated-response model that encompasses an array of strategies for meeting special needs at this school, as recommended in the Code of Practice. Information is gathered and documentation completed detailing the concerns, appropriate support, targets, and review dates. Parents are encouraged to provide information and support and are fully involved throughout.

The parent, class teacher or another professional expresses a concern although the pupil does not require SEN support. In these cases support will be given to these children in class or they will be withdrawn from the classroom to target particular skills as a short term intervention. This initial action will be used to identify children on the 'cusp' of the Code of Practice. The school recognises that intervention at this stage may prevent the need for the children to receive SEN support at a later date.

If, despite the short term support given, children do not make the expected levels of progress the decision may be made to place children on our SEN register, to obtain SEN Support<sup>2</sup>, in consultation with the parents. A special need is identified by the parent, class teacher or another professional, with reference to the Bromley Banded Funding Guide. Relevant information is gathered and the SENCO is informed.

The class teacher sets specific targets for each child to achieve, depending on their needs. Children may be withdrawn from the classroom for a short session on a regular basis in small groups or receive 1:1 support.

The range, type and intensity of intervention will be reduced as the child makes and maintains the expected progress.

---

<sup>2</sup> From September 2014: School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS).

A rigorous system of progress monitoring across the school takes place on a half termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Our expectation is that all interventions are planned, monitored and delivered in a variety of ways. Records of interventions are kept through whole school, class, group tracking sheets and Individual Provision Maps. The effectiveness of interventions is regularly monitored on a half termly basis, or more frequently for certain interventions. Individual pupil targets are assessed as part of the school's cycle of pupil progress reviews.

Where longer term support is required, (that is, more than half a term) or children have a diagnosis of need from an outside professional, the SENCO in consultation with the class teacher, pupil and parents will draw up an Individual Provision Map (IPM). The IPM will be reviewed two to three times a year.

It may be relevant to consult specialists outside school who can advise teachers, the SENCO or parents on the best way to help a child succeed. Referrals can be made to: -

- School Nurse
- Educational Psychological Service
- Sensory Support Service
- Counselling services
- Well Being Service
- Social Care
- Children, Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- CAF (Common Assessment Framework) referral if a multi-agency approach is required

Parents will be informed if any outside agency is involved. External specialists may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly.

## **Interventions and Provision**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

When allocating additional support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Provision is described in the 2014 SEN Code of practice:

*“Special educational provision is educational training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching”. (6:2)*

The school has a range of interventions available for pupils and these are listed on the Schools Provision Map (Appendix 1).

The provision and interventions are a graduated response to needs and are separated into three parts (“the Waves of Interventions”).

- Wave 1 - “Quality First Teaching”;
- Wave 2 - provision additional to Wave 1 – small group interventions to accelerate progress and enable children to work at age related expectations but may not be necessarily have SEN
- Wave 3- Specific targeted intervention for identified individual children which could include 1:1 support.

When considering an intervention, we look first at the child’s profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored by both the class teacher, the SENCO, Assessment Leader and Senior Leaders.

Interventions are generally planned in six week blocks and at the end of each block; children’s progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to trial a new intervention, or to allow a period of consolidation in class.

### **Additional Funding and Pupil Resource Agreement**

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

## **Moving to an EHC Plan (Education, Health and Care Plan (EHC Plan)<sup>3</sup>**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### **Criteria for exiting the SEN register.**

If a child on the register makes such progress that the gap between them and their peers has closed, the decision may be made to remove their name from the SEN register. The child's progress will be monitored to ensure the child continues to make progress without additional support or interventions.

### **Accessibility and Adaptations to the curriculum teaching and Learning Environment**

The school has made a number of adaptations and this includes:

- A lift
- Additional rails on stairs
- Specialist Seating
- Adaptation to some toilet areas
- Adapted shower room
- Access to IT and specialist apps.

The school has an on-going programme for improving and developing the environment. Adaptations to the physical environment will be made, as appropriate to ensure that pupils can access the full curriculum.

---

<sup>3</sup> *No more Statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC plans) which can be used to support children from birth-25 years.*

We work closely with Occupational Therapists and other outside agencies and implement their recommendations and make reasonable adjustments to the environment to meet the needs of all children.

We aim to teach in a way that will support all children including children who have a diagnosis or may have tendencies towards dyslexia, dyspraxia, Autistic Spectrum Disorder (ASD) etc. This is good practice in supporting all children but is vital for those who particularly need it. All children access a broad and balanced curriculum and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile, concrete resources and IT.

### **Access to extra-curricular activities**

No child is excluded from accessing school activities including school trips because of SEN, disability or medical needs, unless there is a clear Risk Assessment indicating that there is a significant risk to the child or their peers. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

### **Staff Expertise**

All of our teachers and support staff are trained to work with children with SEN. Some are very experienced, and others are gaining experience and skills. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or outside agency courses, provision of books or guidance towards useful websites.

If we identify information we can't access without the aid of additional, more specialist help, the school may be able to make a referral to an outside agency or to buy-in additional expertise and this includes access to Educational Psychologists and Advisory Teachers.

### **Children with social, emotional and mental health needs**

Behaviour is not classified as SEN. If a child shows consistent inappropriate behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) the Family Worker may suggest a CAF (Common Assessment Framework) is completed with the family and support the child through that process.

Valley Primary School is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These could include:

- Playground buddies
- Social skills groups
- Nurture groups
- Lunch time Club

- Counsellor
- Mentor
- Play therapy
- Mindfulness training

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Children and young Adults Mental Health Services).

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, and are aware that children with SEND may be more vulnerable to this. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim.

Further information can be found in the Behaviour Policy (revised 2016) and Bullying Policy.

### **Transition into and within school**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from the nursery or another school as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

### **Transition to Secondary School**

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### **Complaints**

- The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.
- All complaints are taken seriously and are heard through the school's complaints policy and procedures.

- All parental complaints regarding SEN provision for a pupil should proceed through the school's line management. The parent will first discuss their concerns with the class teacher, then with the SENCO and then with the Head Teacher.
- If a parent is still dissatisfied, they can use the schools formal complaint procedures which are obtainable from the school office.
- When a child has a Statement of Special Educational Need or Education, Health and Care Plan (EHC plan), parents have the right to contact the Local Authority if they are not satisfied with the outcome from the schools complaints procedure.
- If a parent wants to talk to someone who is independent they can get help from the local Information, Advice and Support Service (IASS, formerly Parent Partnership (01689 881024).
- If parents wish to appeal against a final decision made by the Local Authority about Statements or EHC plan they can put their case to the Special Educational Needs Tribunal. Details about the Tribunal process can be obtained from Bromley Education Department – details can be found on the Bromley Council website.

### **SENCO:**

Concerns or worries about a child's progress or well-being should be addressed at first to the class teacher since he or she is the person who knows the child best. This may be discussed with the SENCO, if appropriate. The SENCO is a member of the schools leadership team.

Please make an appointment with the school office if you wish to speak to the SENCO or email:

Jackie Winbow or Katie Bradley – [senco@valley.bromley.sch.uk](mailto:senco@valley.bromley.sch.uk)

### **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor and Trustee with particular responsibility for SEND is

Mrs H Randell, - [Helen.Randell@valley.bromley.sch.uk](mailto:Helen.Randell@valley.bromley.sch.uk) .

Mrs Randell has responsibility for supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school. Regular meetings take place with the SENCO.

### **Reviewing the Policy**

The SEND Policy will be reviewed on an annual basis.

### **Appendices**

Appendix 1 – School Provision Map (updated February 2017)