



Victoria Park Junior School

SEND Policy

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Victoria Park Junior School we believe in developing the ‘whole child’. This means we have high expectations for **all** children as we **‘learn and achieve together’**. We are firmly committed to a broad and balanced curriculum that will inspire and engage the children we teach, and allows the flexibility to adapt to their changing needs and interests. We want all pupils to grow and develop through our school values and learner attitudes. Our pupils learn in a stimulating and exciting environment with teaching and support staff, who work closely with each learner in order to ensure s/he achieves to their full potential in all areas of learning.

Our Aims:

- To identify and provide for pupils who have special educational needs and additional needs.
- To manage the provision of support for additional needs, including special educational needs with a clear focus on high aspirations for all our SEND pupils.
- To provide effective support and provision through Quality First Teaching (QFT), interventions and effective tracking and monitoring procedures in order that pupils can access the curriculum appropriately.
- To ensure that all pupils have access to a broad, balanced, creative, engaging and relevant curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the early identification of all pupils requiring Additional Support and SEND Support provision.
- To ensure full participation of our SEND pupils in all school activities.
- To work collaboratively with parents/carers of our SEND pupils from the earliest opportunity with regard to their child's strengths, areas of need, progress and attainment and provision.
- To work within the guidance provided in the SEND Code of Practice
- To provide support and advice for all staff working with special educational needs pupils

2. 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, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Miss Tidman

They will:

- › Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- › Help to raise awareness of SEND 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 SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

The class teacher alongside the SENDCo will discuss the child's individual needs and what support would be appropriate. Different children will require different levels of support in order to close the gap to achieve age expected levels. This will be through on-going discussions with parents/carers and pupils.

The **Assess, Plan, Do, Review Cycle** is used when support/interventions are put in place.

Assess

In identifying a child as needing SEND support the class teacher and teaching assistant, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services and concerns raised by parents/carers. These should be recorded and compared to the setting's own assessment and information on how the pupils is developing. This assessment will be reviewed regularly. This ensures that

support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

At this stage the decision will be made about what additional provision is required. All teachers and support staff who work with the pupil should be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's provision map. Parents/carers will be informed and are encouraged to be part of this process.

Do

Additional provision/intervention is put in place for an agreed period of time.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

We review the effectiveness of provision through:

- Monitoring progress made academically against national/age expected levels
- Collecting formal and informal feedback from the teacher, parent and pupil.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents/carers. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and the pupil.

5.3 Consulting and involving pupils and parents/carers

If a pupil does have special educational needs the class teacher will hold meetings with parents/carers to discuss a pupil's progress. Parents/carers will also be invited into school to discuss their child's Pupil Passport and provision map. Pupils progress is also discussed at parents'/carers' evenings and parents/carers are encouraged to communicate with the class teacher and SENDCo.'

If your child has complex SEND they may have Education, Health and Care (EHC) Plan, which means that a formal meeting (at least annually) will take place to discuss your child's progress and a report will be written. As a school we currently measure children's progress in learning against National expectations (2014 National Curriculum) and age related expectations. The class teacher continually assesses each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENDCo 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
- The individual's development in comparison to their peers and national data
- The views and experience of parents/caers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

The majority of our pupils transfer from our infant school. Meetings are set up between the two SENDcos to ensure that information has been exchanged to enable a smooth transition. In addition to this, class teachers from Years 2 and 3 meet to discuss pupil's individual needs. Before starting at our school all parents/carers and children are invited to look around the school and talk to any relevant staff. When transferring to a new school necessary paperwork is passed onto the school and transitional visits are arranged.

Transition from Victoria Park Junior School:

Transition to high school and/or other educational establishments can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and have developed a comprehensive system to support transition including:

- An exchange of effective and meaningful documentation giving the receiving school clear evidence of pupil attainment and achievement
- Discussion with families from Year 5 at annual reviews or at a parents'/carers' meeting
- An opportunity planned for families to visit the new school
- Work with the children in the classroom about 'preparing for and embracing change' as part of our work within our attitude 'Courage' during our Values and Attitudes sessions
- A programme of planned visits by the pupil to their high school during the spring/summer term in year 6

The further use of specialist resources if needed, for example, social stories

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Victoria Park Junior School we believe in developing the 'whole child'. This means we have high expectations for **all** children as we **'learn and achieve together'**. We are firmly committed to a broad and balanced curriculum that will inspire and engage the children we teach, and allows the flexibility to adapt to their changing needs and interests. We strive to achieve the following outcomes for all our pupils; be healthy, stay safe, achieve economic well-being, enjoy and achieve, make a positive contribution. Our pupils learn in a stimulating and exciting environment with teaching and support staff, who work closely with each learner in order to ensure s/he achieves to their full potential in all areas of learning.

Aims

Our aims for teaching and learning are that:

- **"We learn and achieve together"**
- All pupils achieve their full potential.
- Pupils are equipped with the skills and attitudes for their future learning and an ever-changing workforce.
- All pupils grow and develop through our school values of: respect, equality, aspiration, responsibility, love and courage to take forward with them.
- Pupils learn how to be lifelong learners through the VPJS learner attitudes: self-manager, team worker, curious questioner, problem solver, clear communicator and reflective learner.

Learning strategies are matched to children's individual needs. These strategies include:

- High aspirations for the achievement of all pupils.
- Ensuring an appropriate classroom learning environment matched to the needs of the pupils.
- Highly trained and skilled staff who are experienced in working with children with a wide range of learning difficulties and disabilities.

- The provision of a range of teaching and learning strategies and breadth of resources to match the individual needs of all pupils.
- A differentiated curriculum, which is matched to the needs of all our children. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Differentiation may be by task, support, resources, objectives set or the expected outcome.
- Regular advice and support from a wide range of specialists including speech and language therapists, educational psychologists and occupational therapists etc.

We will also provide the following interventions:

- Toe by Toe
- Outreach support from Longford Park
- Specialist Equipment
- TSISS- Support and advice from service
- Additional gross motor opportunities
- Additional fine motor opportunities
- Learning Mentor Support (group, 1:1 support)
- Lego Therapy
- SALT- Language programme delivered by HLTA
- Rapid Readers
- Behaviour Contracts
- Individual Rewards systems
- Theraputty
- Power of 1
- Power of 2
- Social Communication group
- Letters and sounds Phase 3 Kit
- Letters and sounds Phase 4 Kit
- Letters and sounds Phase 5 Kit
- Numicon

5.7 Adaptations to the curriculum and learning environment

Pupils will be supported in class through quality first teaching; this includes differentiated activities/tasks that are appropriate to the pupil's needs. At Victoria Park Junior School all of our pupils have access to a range of resources to aid their learning, these range from physical apparatus, ICT and visual resources. Pupils who are at SS (School Support) will receive extra support in class from either the class teacher or teaching assistant. In addition pupils who are at SSAN (School Support with Additional Need) will receive extra support in class and targeted interventions. Pupils who have an EHC (Education and Healthcare) plan will receive further intervention and have funding from the LA (Local Authority) and will receive targeted support which is outlined in the pupil's EHC (Education and Healthcare) Plan. The SENDCo will oversee, monitor and track all interventions that take place within school, to ensure their success and that pupils are making progress.

5.8 Additional support for learning

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.

The school has:

- A SENDCo
- Deputy SENDCo (Miss O'Toole)
- Learning Mentor
- A Higher Level Teaching Assistant (HLTA) who supports children with Speech, Language and Communication Needs
- 5 SEND Teaching Assistants
- An Attendance Lead

We work with the following agencies to provide support for pupils with SEN:

- Trafford SEN advisory service (SENAS)
- Social Services
- Extended Services
- Health including – GPs, School Nurse, Health Visitor. CAMHS, Paediatricians
- Educational Psychologists
- Longford Park Outreach Team
- Speech and Language Therapists

5.9 Expertise and training of staff

The school SENDCo has completed the National Award for SEN Co-ordination and also attends termly SEN forums run by the Local Authority, ensuring that the school has up to date information about SEND. All teaching staff have regular, up to date training in school or they can attend specific training in order to support the provision of pupils. If staff are leading a particular intervention programme, school makes sure they are suitably trained.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.

The school has:

- A SENDCo
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- Learning Mentor
- A Higher Level Teaching Assistant (HLTA) who supports children with Speech, Language and Communication Needs
- 5 SEND Teaching Assistants
- An Attendance Lead

5.10 Securing equipment and facilities

Our school meets the duties outlined in the Equality Act 2010 towards individual children and young people. We endeavour to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from being out at a substantial disadvantage. The school has an Accessibility Plan, which forms part of our overarching Equality Scheme and this is published on the school's website. This plan identifies ways in which we aim to ensure accessibility for all pupils and staff. The Accessibility Plan is anticipatory- thought is given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. The school is on one level giving suitable access for wheelchair users and we have disabled toilet facilities, there is also a shower.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Pupils with SEND or significant medical needs have been able to access all or previous trips; including our Year 6 residential visit with support.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum areas will be provided. Parents/carers will be consulted throughout this process.

5.13 Support for improving emotional and social development

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.

5.14 Working with other agencies

Victoria Park Junior School involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

These include:

- Trafford SEN advisory service (SENAS)
- Social Services
- Extended Services
- Health including – GPs, School Nurse, Health Visitor. CAMHS, Paediatricians
- Educational Psychologists
- Learning Mentor
- Speech and Language Therapists

5.15 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the SENDCo/ Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents/carers of pupils with SEND

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory

www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis

5.17 Contact details for raising concerns

Miss Tidman SENDCo 0161 912 5005

Mr Wilkinson Acting Headteacher 0161 912 5005

5.18 The local authority local offer

Our local authority's local offer is published here: www.trafforddirectory.co.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Tidman (SENDCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following policies:

- Equality & Accessibility plan
- Behaviour Regulation Policy
- Medical Conditions and Medicines Policy
- Complaints Policy