

# **New Valley Primary School**



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

## SEND Policy

This Special Educational Needs & Disabilities (SEND) Policy is a key document to support inclusive practice in our school. It outlines our statutory responsibilities, and approaches to ensure that all pupils, including those with SEND, can achieve the best possible learning outcomes, and can engage successfully in all aspects of the wider school community.

This policy was developed by using statutory guidance, support from local authorities and through consultation with staff, directors and governors. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on the school website.

At PACE schools our Inclusion Lead or SENDCo takes overall responsibility for the operation of this policy and for coordinating specific provision for pupils receiving Special Educational Needs or Disability (SEND) support.

Our SENDCo is responsible for the strategic development of SEND provision. Our SENDCo is Julia Bennett, who can be contacted through the school office or on the following e-mail: [SEN@newvalleyprimary.com](mailto:SEN@newvalleyprimary.com)

Our Link Governor for SEND is Phil Roebuck, who can be contacted through the school office

This policy was agreed by the Governors in February 2022

It will be reviewed no later than February 2023

## **Section 1: Our values and vision in relation to SEND provision.**

Our principles in relation to SEND provision have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents or carers;
- The importance of providing the child and parents/carers with the information and support necessary to enable them to fully participate in decision-making;
- The tailored support the child and the family require to achieve the best possible educational outcomes, which prepare the child effectively for adulthood.

At our school, we value the contribution that each child makes both within school and the wider community. We are committed to offering an inclusive education to ensure the best possible outcomes for all of our children by removing barriers to learning in order to promote high levels of achievement. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. Each child is given an equal opportunity to attain and achieve to their full potential, whatever their needs and abilities including learners:

- from minority ethnic and faith groups
- who need support to learn English as an additional language (EAL)
- with special educational needs (SEN)
- with visible and/or non-visible disabilities
- who are able, gifted and talented (AGT)
- who are looked after by a local authority (LAC)
- who are at risk of exclusion

We believe that all of our children have the right to a fully inclusive education, and aim to provide this by:

- ✓ Giving all children the opportunity to achieve their full potential, through quality first teaching, supported where necessary by appropriate interventions and strategies to promote a positive and confident attitude to learning.
- ✓ Facilitating opportunity for all children with SEND to achieve their full potential, through regular liaison with the SENDCo, resulting in coordinated provision, including regular updates of provision maps, targets and tracking.
- ✓ Closely monitoring the progress of children from vulnerable groups and adapting teaching methods to support their learning, self-esteem and progress through differentiated class planning and intervention strategies.
- ✓ Setting SMART (Specific, Measurable, Achievable, Realistic and Timed) targets, so children with SEND feel a sense of achievement as targets are achieved.
- ✓ Increasing staff awareness and understanding of SEND issues through access to training.

- ✓ Forming positive relationships with parents/carers and outside agencies to support children with SEND academically and emotionally.
- ✓ Continually reflecting on, reviewing and evaluating the impact of interventions and strategies through collation of evidence to ensure the most effective impact.

### **Aims of this policy:**

- To ensure that responsibility for provision for pupils with SEND remains an integral part of whole school provision.
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability, so that they have good access to the curriculum and wider school learning environment.
- To work in close partnership with parents, local authorities and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued professional development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for periods of transition.

### **Section 2: Admission arrangements for pupils with SEND.**

Admission arrangements are set out on our school website, and these make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan (EHCP) where it has been requested by parents as their school of preference and named by the Local Authority (LA). The LA must comply with this request and name the school in the EHCP unless:

- The school would be unsuitable for the age, ability, aptitude or SEN of the child.
- The inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will liaise with the school, so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and advice available, including support from specialist schools within the borough.

We work in collaboration with parents and other key agencies to ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 6: Transition).

### **Section 3: Identifying Special Educational Needs.**

The school uses the definition of SEN and disability as set out in the SEND code of practice (2015) and Equality Act 2010 (Appendix 2).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties, with any aspect of learning or social development, at the earliest opportunity. This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies, as appropriate;
- Termly tracking of all pupils to monitor rates of progress and attainment;
- Concerns raised directly by parents or other agencies.

As well as core subject areas, progress in other areas, such as social development and communication skills, will also be considered. In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including:

- Attendance;
- English as an Additional Language;
- Family circumstances ;
- Economic disadvantage.

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour, which may not be SEN. Before deciding that a pupil requires additional SEND support, the SENDCo and class teacher will review current arrangements to meet the child's needs within daily class teaching, and consider any further modifications and adaptations that should be put in place to support good progress.

### **Section 4: Meeting the needs of pupils with SEN.**

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **additional SEN support**. Parents will be formally notified that their child will receive this additional support and be placed on the **SEN register**, where progress and provision can be monitored more closely.

## **The SEN Register**

The register provides an updated record of all pupils receiving additional SEN support so that:

- Progress and achievements of pupils with SEND can be more closely monitored.
- There is an overview of the range and level of need across the school.
- School provision reflects and is responsive to current profile of need.

Close monitoring of this register also provides evidence to show impact of the school's provision for pupils with additional needs.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent reviews and more specialist expertise.

## **The Graduated Response:**

### **ASSESS**

Once identified as requiring additional SEN support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and the pupil. It may draw on assessments and reports from external agencies involved with the pupil, such as speech and language. The SENDCo may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

The schools recognise that it is highly likely that the needs of individual pupils will overlap across one or more of these areas and that needs may change over time. This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

### **PLAN**

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- be outcome-focused;
- outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes;

- highlight the ways in which parents can be involved in order to reinforce and contribute to progress outside of school;
- give details of the role and input of external agencies, when they are involved with a pupil;
- include the views of the child and parents/carers;
- be recorded on individual additional support plans using Edukey's provision mapping software;
- be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will have access to real-time information via Edukey and be able to share their views online regarding their child's plan and the support put in place.

## **DO**

Class teachers, with the support of the SENDCo, will take responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer, and maximises the opportunities to reinforce and consolidate key skills within the context of the class. This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison with staff delivering interventions, so that any required refinement of the support can be managed promptly.

## **REVIEW**

The impact of any additional support offered will be reviewed at least termly. Parents/carers will be invited to attend, along with pupils when this is appropriate. Depending on the level and complexity of need, this review may be included in the general cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute. At such a review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes;
- Pupils' response to the support and view of their progress where this is applicable;
- Views of parents and specialist agencies;
- Next steps with refinement and adjustments to the support offered, as required.

Where progress has been limited and highlighted in pupil progress meetings, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENDCo will make a referral to a specialist agency. A full list of external agencies used by the schools to support the progress and welfare of pupils with SEND is included in Appendix 3.

## **Removal from the SEN Register and provision:**

If a pupil makes good progress and achieves the outcomes set, they may no longer require additional SEND support and their name will be removed from the register. Parents will be

notified of this decision. Progress will continue to be monitored regularly, as part of the termly tracking for all pupils.

### **Education, Health and Care Plans:**

The additional needs of most of the pupils with SEND in our school will be met by interventions and resources from within. In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case, the SENDCo, in consultation and agreement with parents and other specialist agencies, will make a request to the local authority for an Education Health and Care Plan (EHCP). Full details of the process for requesting an EHCP can be found on the Croydon SEND offer website (details in Appendix 1).

The EHCP will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents/carers, pupils and external agencies.

### **Section 5: Meeting the needs of pupils with medical conditions.**

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and to achieve their academic potential. These arrangements are set out in individual health care plans. These plans will detail the type and nature of support that will be available. The plans will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals;
- Shared with all relevant staff;
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN, the plan will be closely linked to provision to support accessibility and additional educational needs, so that there is a coordinated approach. Staff who have responsibility for supporting a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent in and confident about their duties.

### **Section 6: Transition Arrangements**

Transition arrangements are made to support pupils with SEND moving into the school, moving to a new class, or moving on to a different school. The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENDCo.



For pupils joining Reception class, the SENDCo will find out information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. Where there is a high level of need, this may involve visits to pre-school settings, and information-sharing meetings with the child's family and other key agencies supporting the child. A detailed 'Transition Plan' may be set up, which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHCP.

For pupils moving to secondary school or to a different school, the SENDCo will make contact with the new school to share relevant information. As above, where the child has significant needs or an Education Health and Care Plan, there will be a formal transition meeting where parents, pupils, representatives from the new school and other key professionals meet to ensure there is continuity in the range and level of support offered.

### **Section 7: Funding and Resources.**

The school receives additional funding from the local authority each year to support pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation. The school's leadership decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted throughout the year to take into account changes in the cohort of pupils with SEND, outside of those with an EHCP.

New Valley is part of a SEND Locality Group overseen by Croydon Council. We are able to bid for funding to enable us to implement necessary support in a timely manner for those pupils who are demonstrating difficulties accessing the curriculum or making progress.

### **Section 8: Training.**

On-going training programmes ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning, for pupils with a range of SEND, within everyday teaching. Interventions for pupils with more complex needs may be carried out with advice and training from external agencies, such as the speech and language therapists. Induction arrangements are in place for new staff and early career teachers, so that they are familiar with the schools' approach to supporting pupils with SEND.

## **Section 9: Roles and Responsibilities.**

### **The SENDCo:**

The SENDCo (Julia Bennett) has day-to-day responsibility for the operation of SEND policy and provision in school. The SENDCo provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENDCo has a key role in developing positive partnerships with parents/carers and external agencies, in order to fully address the needs of pupils with SEND, and will also take a key role in supporting the transition of pupils with SEND to different settings.

### **The Academy directors and Local Governing Board:**

The key duties of the Academy directors and the local governing body are to ensure that the SEND policy is implemented, and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school, alongside pupils without SEND. They will ensure that the school meets all of its statutory duties, that additional funding is deployed effectively, and that the views of parents/carers and pupils are fully considered.

The governor responsible for SEND (Phil Roebuck) will meet at least termly with the SENDCo to review and evaluate the effectiveness of the school's SEND provision, and contribute to plans to develop and enhance this provision. They will also ensure that updates on the quality and impact of SEND provision are regularly provided for the Local Governing Board.

## **Section 10: Monitoring and evaluating SEND Provision.**

The school undertakes an active process of continual review and improvement of provision for all pupils, including pupils with SEND. In evaluating the quality of SEND provision, the school will take into account a range of evidence, including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally.

## **Section 11: Dealing with Complaints.**

Parents/carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance, parents should speak to the class teacher, with further discussions with the SENDCo as required.

Where these initial attempts to resolve the issue are unsuccessful, parents will be encouraged to seek advice and support from the local parent SEND Information, Advice and Support Service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. If issues remain unresolved, parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by the relevant local authority, but operates independently. The service can provide a quick and non-adversarial way of

resolving disagreements.

If concerns are still unresolved, parents will be invited to make a formal complaint and will be directed to the trust's complaints policy. Where the parental complaint is directly related to decisions around an EHCP, this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

## **Section 12: Anti Bullying.**

The school recognises that pupils with SEND can be vulnerable to bullying, and are aware of the impact that bullying can have on emotional health and wellbeing. Through careful monitoring of bullying incidents and the regular reviewing of anti-bullying policy and practice, we ensure our effectiveness in reducing and responding to bullying. We are aware that sometimes children with SEND may find it hard to communicate incidents of bullying. We want to make every aspect of school life accessible for all children, and to ensure that children feel safe and secure. Therefore, we promote and encourage the following:

- All staff have close communication with parent/carers to discuss, for example, changes in behaviour patterns at home;
- Careful observation by school-based adults, identifying behavioural changes such as, for example, reluctance to go out to break, or difficulties in relationships with other children;
- Conversations with SEND children to help them understand their right to feel safe and what they should do if they feel they are being bullied, helping them to identify the best way for them to communicate this;
- Specific guidance for any supporting adult in identifying possible signs of bullying, and in how to respond.

## **Section 13: Disability Access Arrangements.**

In compliance with the duties set out in the Equalities Act 2010, the school's accessibility plan outlines the actions we will take over time to increase the accessibility of pupils. This includes action to:

- Increase participation in the curriculum;
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities;
- Improve access to a range of information.

## **Section 14: GDPR**

The school will ensure that it is fully compliant with the General Data Protection Regulation (GDPR). For example, all transfers of data are fully password protected or transmitted through a secure network.

## **Appendix 1: Compliance with Statutory Duties.**

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability Code of Practice 0-25
- Equalities Act 2010
- School Admissions Code of Practice
- Supporting pupils at school with medical conditions
- Trust Complaint Policy
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

### **Croydon's local offer for SEN:**

[Croydon Local Offer](#)

## **Appendix 2: Definition of Special Educational Needs.**

### **SEND Code of Practice 2015**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- 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 schools of post 16 institutions.

### **Equality Act 2010**

A disability is a physical or mental impairment which has a long term and substantial adverse effect on ability to carry out normal day-to-day activities. This definition includes:

- Sensory impairments such as those affecting sight and hearing.
- Long term health issues such as asthma, epilepsy and cancer.

**Appendix 3: Links with Local and National services and organisations to support implementation of the SEN policy:**

Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon CAMHS	Tel: 0203 228 000 <a href="http://www.slam.nhs.uk">www.slam.nhs.uk</a>
Occupational Therapy	<b>020 8274 6854/50</b>
Children's Physiotherapy	<b>020 8274 6853</b>
Speech and Language	<b>020 8714 2594</b> <a href="http://www.croydonhealthservices.nhs.uk">http://www.croydonhealthservices.nhs.uk</a>
Community Paediatricians	<b>020 8274 6300</b>
Peripatetic Visual Impairment Service	<b>020 8760 5784</b> <a href="mailto:linda.james@croydon.gov.uk">linda.james@croydon.gov.uk</a>
Peripatetic hearing impairment service	<b>020 8760 5783</b> <a href="mailto:luisa.saddington@croydon.gov.uk">luisa.saddington@croydon.gov.uk</a>
Croydon Locality Early Help	<a href="mailto:earlyhelp@croydon.gov.uk">earlyhelp@croydon.gov.uk</a>
Croydon Primary Behaviour Support Team	020 8686 0393
Primary Fair Access Panel	020 8726 6162 <a href="mailto:Valerie.Burrell-Walker@croydon.gov.uk">Valerie.Burrell-Walker@croydon.gov.uk</a>
Secondary Fair Access Panel	020 8726 6162 <a href="mailto:Valerie.Burrell-Walker@croydon.gov.uk">Valerie.Burrell-Walker@croydon.gov.uk</a>
Parents In Partnership	<b>0208 663 5626</b> <a href="http://www.pipcroydon.com/">www.pipcroydon.com/</a>
SENDIAS (SEND support for parents and carers)	020 3131 3150 <a href="mailto:parentssupportherts@familylives.org.uk">parentssupportherts@familylives.org.uk</a>
Contact a Family	0808 808 3555 <a href="http://www.cafamily.org.uk/advice-and-support/">www.cafamily.org.uk/advice-and-support/</a>
Council for Disabled Children	0207 843 1900 <a href="http://www.councilfordisabledchildren.org.uk/">www.councilfordisabledchildren.org.uk/</a>