

SEN policy and information report

Valley Park Nursery and Primary School



Approved by:	Hannah Morgan	Date: 02/04/21
---------------------	---------------	-----------------------

Last reviewed on:	02/04/2021
--------------------------	------------

Next review due by:	02/04/2022
----------------------------	------------

Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	8

Introduction:

1. Aims

The SEND aims of the school:

- > Ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- > Ensure compliance with all Equal Opportunities, Race equality legislation and best practice guidance.
- > Ensure equality of opportunity for all children and to eliminate prejudice and discrimination against children labelled as having additional needs.
- > Ensure that all pupils have access to a broad and balanced curriculum.
- > Provide a differentiated curriculum appropriate to the individual's needs and ability.
- > Ensure suitable resources are available within the limits of the school's SEND budget, and to seek further funding and support from the LEA where the need arises.
- > Build effective partnerships with parents, the LEA and outside agencies.
- > Ensure the identification of all pupils requiring SEND provision as early as possible in their school career through ongoing assessment.
- > Ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND provision is positively valued and accessed by staff and parents/carers.
- > Ensure that pupils with SEND take as full a part as possible in all school activities.
- > To involve parents/carers in planning the provision for their child's needs.
- > Ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- > To involve the children themselves, where appropriate, in planning and in any decision making that affects them.

Philosophy

Valley Park Nursery and Primary School is committed to ensuring all pupils have access to a broad and balanced curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils. Every member of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to make sure that all young people have an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across the

Mercia Learning Trust by taking positive action to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

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, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN 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.

The four areas of SEND are:

- > Communication and Interaction–this will include students who have speech, language and communication needs and have difficulty in communicating with others. This also includes students for whom social interaction is difficult.
- > Cognition and Learning–this includes pupils who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.
- > Social Emotional and Mental Health Needs–this may include pupils who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- > Sensory and/or Physical Needs–this includes pupils with vision impairment (VI), hearing impairment (HI), multi-sensory (MSI) and physical difficulties

These four broad areas give an overview of the range of needs that should be planned for within the school setting. The purpose of identification is to clarify what action/s the school needs to take, not to fit a pupil within a category. It is the responsibility of the educational setting, in consultation with parents and the young person, to decide whether a child or young person requires additional SEND support, and that their progress has not been hampered by other factors such as poor attendance.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Hannah Morgan and the Deputy Head for Inclusion is Wendy Scott

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

4.2 The SEN governor

The SEN governor 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

4.3 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 school
- > Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- > Keeping the Governing Body up to date about any issues in the school relating to SEND.
- > Attend meetings with staff, parents/carers and other agencies as required.

4.4 Class teachers

Each class teacher is responsible for:

- > Setting high expectations for all pupils in the class.
- > 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

- > Identifying children at the earliest possible moment that they may require additional support to overcome barriers to learning.
- > Differentiating the curriculum to meet the needs of all pupils in the class.
- > Supporting other adults in the classroom to deliver high-quality and appropriate support for all the pupils in the class.

5. SEN information report

5.1 The kinds of SEN 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)

5.2 Identifying pupils with SEN and assessing their needs

Academic assessment:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Social & emotional, communication, physical and other needs:

We will observe and assess pupils needs and where appropriate refer to external agencies e.g. Speech and Language Therapy. This is for pupils who:

- > Have been identified by an external agency as having a specific area of need (e.g. GP, Health Visitor etc)
- > Have been identified by parents or class teacher as requiring additional support for social and emotional, physical or communication difficulties.
- > Fail to make progress in one of the afore mentioned areas.

A diagnosis does not necessarily mean a pupil requires additional support, this will be decided upon a discussion between parents, teacher, SENCO and (where appropriate) pupil.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

See Appendix 1 for a flow diagram demonstrating how SEN is assessed and reviewed in Valley Park:

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

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.

5.4 Assessing and reviewing pupils' progress towards outcomes

The class teacher and (where relevant) external agencies will 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
- > The individual's development in comparison to their peers and national data
- > The views and experience of parents
- > 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. In order to continue

The Graduated Response

The SEND Register –this information will be kept in a secure location in school and will only be available to staff supporting your child. The register provides an updated record of all pupils receiving additional SEND 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 provision for pupils with additional needs.

Assess

Once identified as requiring additional SEND support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and carers and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a speech and language therapist. 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:

- > Communication and interaction
- > Cognition and learning
- > Social, emotional and mental health difficulties
- > Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime. This comprehensive assessment will give a detailed picture of each child's strengths and the additional support needed to overcome learning barriers.

Plan

The school will use the information from the assessment/s to draw up a SEND Support Plan. Parents will be invited to an 'initial planning meeting' to discuss and contribute to the SEND Support Plan.

The plan will:

- Be outcome focussed, where the desired benefit from any intervention is clearly identified and used to evaluate the impact of any intervention
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and carers can be involved 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.
- 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 and carers will receive a copy of the SEND Support Plan within two weeks of the initial planning meeting.

Do

Class teachers, with the support of the SENDCO, will take the 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 maximise the opportunities to reinforce and consolidate key skills within the context of the class. There will be regular liaison and feedback 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 and carers will be invited to attend a 'review meeting' along with pupils where this is appropriate. At the review the following will be considered:

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

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of need/s. If not already involved and with the agreement of parents, the SENDCO may make a referral to a specialist agency.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set then they will no longer require additional SEN support and his/her name will be removed from the register. Parents and carers will be formally 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 (EHCP)

The additional needs of most of the pupils with SEND at Oakwood will be met by quality first teaching, interventions and resources from the school. 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

staff, parents, carers and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan).

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 and pupils which information will be shared as part of this.

- Where possible, pupils will have a face to face induction with their new school.
- Information pertaining to formal assessment, reviews, intervention and other relevant SEN information will be passed on to new school.
- Where possible, pupils who are identified as having potential transition struggles will receive specific intervention to prepare them for their new school.
- In complex cases, the SENCO will have a formal meeting with the SENCO of the new school. Where possible, parents and relevant external agencies will also be invited.

5.6 Our approach to teaching pupils with SEN

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

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Play Therapy
- Forest School
- Lexia
- Zones of Regulation
- Attention Autism
- Lego Therapy
- Toe by Toe
- Various specific speech and language therapy interventions
- Shape Coding
- Vocabulary Interventions

We also have two groups which run alongside the curriculum for pupils with high levels of need. One targets pupils with significant safeguarding and SEMH needs (Nurture) and the other for pupils with severe social communication needs (Knowledge for Life). Both of these groups have specific targets, timetables and entry and exit criteria. If you would like more information, please contact the school office.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as Zones of Regulation.

Teaching assistants will support pupils on a 1:1 basis when it is explicitly stated in an EHC plan, or where a pupil's needs require such a high and individualised level of support.

Teaching assistants will support pupils in small groups when a pupil is identified as having a specific and targeted need which can be supported by a small group session.

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

- Speech and Language Therapy
- Autism Team
- Educational Psychologist
- ADHD Team
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- CAHMS

5.9 Expertise and training of staff

Our SENCO has had one year experience in this role and has worked as a teacher and a speech and language therapist.

They are allocated three days a week to manage SEN provision.

We have a small team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Birmingham Assessment Training.

We use specialist staff for play therapy and forest school.

5.10 Securing equipment and facilities

The school budget has an allocation for SEND. The school leadership team, through consultation with the SENCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. This is a finite sum and is not adjusted through the year to take into account any changes in the cohort of pupils with SEND.

Where possible, all SEN pupils are provided with the necessary equipment and facilities to provide for their needs. On the rare occasion that this is not possible, every effort is made to find the pupil appropriate facilities and equipment.

5.11 Evaluating the effectiveness of SEN provision

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

- > Reviewing pupils' individual progress towards their goals each term
- > Reviewing the impact of interventions after ten weeks
- > Using pupil questionnaires
- > Monitoring by the SENCO and Deputy Head for Inclusion

- > 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 of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) which are different for each yeargroup.

All pupils are encouraged to take part in sports day/school plays etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Parents of pupils who join school after Nursery will have a meeting with the SENCO or Deputy for Inclusion to ensure that Valley Park is adequately providing for the needs of all pupils. The SENCO or Deputy for Inclusion will then contact the pupil's previous school to ascertain targets and assessments that had been undertaken. Where appropriate, new targets will be set when the pupil joins Valley Park.

We promote family values at Valley Park which encourage diversity and

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council.

We have a zero tolerance approach to bullying.

We are working towards being an accredited nurture school and SEN pupils have access to nurture provision when needed.

Our bullying policy is designed to support pupils learn to regulate their emotions and therefore behavior improves when they feel safe and valued in the classroom.

In the morning all pupils use Zones of Regulation to do a morning wellbeing check in. Our personal development curriculum is heavily influenced by Zones of Regulation and the strategies used in the program are embedded in every classroom round school.

5.14 Working with other agencies

We work closely with external agencies in Sheffield to ensure that SEN pupils at Valley Park are well supported. Some of these agencies are; Speech and Language Therapy, Educational Psychology, Autism Team, Health Visitors, Physiotherapy etc.

5.15 Complaints about SEN provision

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

The parents 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 of pupils with SEN

Telephone - 0114 273 6009

E-mail - ssendias@sheffield.gov.uk

Website - [Sheffield SENDIAS](#)

Facebook - <https://www.facebook.com/SheffieldSENDIAS/>

5.18 The local authority local offer

Our local authority's local offer is published here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Hannah Morgan (SENCO) **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.

