



Victoria Park

Primary Academy

Special Educational Needs and Disabilities Policy

Updated: September 2016

School Values

Victoria Park Academy (VPA) has a positive and inclusive approach to meeting the needs of all of our pupils, including those with special educational needs and disabilities (SEND). The key values which underpin all of our work are:

- culture of creativity,
- leadership for all,
- insist on excellence,
- contribute to our community.

At VPA every teacher is responsible for teaching all of the children in his/her class; including those with SEND. It is our vision that all children are provided with high quality learning experiences that prepare them for life beyond school, enabling them to make a positive contribution to the world in which we live. We believe children learn best when lessons are fun, practical and challenging.

At VPA we recognize that all children are unique and we aim to cater for, and celebrate, this diversity. We believe all children, including those with SEND, have the right to be part of our school community, to develop secure relationships here, to feel a sense of belonging and to enjoy and achieve here. We firmly believe that all children have the right to be educated within their local community. We intend to provide a school where the needs of individual learners are met promptly, and where staff feel well-equipped to meet this diverse range of needs.

Objectives of Victoria Park Academy's Provision for Pupils with Special Educational Needs and Disabilities

1. To work within the guidance provided by the Special Educational Needs and Disabilities Code of Practice (January 2015).
2. To provide a Special Educational Needs Co-ordinator (SENCo) who will support all staff with meeting the needs of pupils with SEND, enabling there to be a focus on inclusive practice and removing barriers to learning.

3. To support parent(s)/carer(s) with expressing their views and contributing towards planning provision for their children.
4. To support pupils with expressing their views and contributing towards planning their own provision.
5. To ensure that children are viewed as a 'whole,' with their strengths being recognized as well as their difficulties.
6. To identify all pupils who have SEND as early as possible and ensure that support and intervention begin promptly.
7. To ensure that support and intervention which is provided in school is evidence-based and closely monitored to ensure effectiveness.
8. To enable all children with SEND to participate, enjoy and achieve at VPA.

Person Responsible for Managing Provision for Pupils with Special Educational Needs and Disabilities

The SENCo at VPA is Kiran Kainth; Mrs Kainth is a member of the school's Senior Leadership Team and can be contacted through the school office.

Identifying Special Educational Needs and Disabilities

A child or young person is considered to have a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 of mainstream schools.

At VPA parent(s)/carer(s), teachers and teaching assistants are encouraged to discuss any concerns they have about a pupil with the SENCo. The SENCo will then gather information about the pupil's needs including details of their language and communication skills, their learning, attendance, health and welfare, and emotional well-being. They can then support class teachers with identifying the specific needs of pupils and with planning provision to meet these needs.

The Special Educational Needs and Disabilities Code of Practice (January 2015) identifies four broad areas of need:

- communication and interaction,

- cognition and learning,
- social, emotional and mental health difficulties, and
- sensory and/or physical.

These four broad areas give an overview of the range of needs that should be planned for in school. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. At VPA a detailed assessment of need, conducted by the class teacher and SENCo in collaboration with external agencies should ensure that the full range of an individual's needs are identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and should seek to address them all using well-evidenced interventions targeted at their areas of difficulty.

Pupils' needs are considered in line with the criteria set by Sandwell Council, a decision is then made about whether to place the pupil on the SEND Register. The SENCo also supports staff to support pupils who have additional needs that do not meet the criteria for placement on the SEND Register

Provision for Pupils with Special Educational Needs and Disabilities

Teachers are responsible and accountable for the progress and development of all of the pupils in their class. Some pupils may receive additional support from a teaching assistant, however the qualified teacher must still take responsibility for this pupil.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. At VPA teaching standards are monitored by regular classroom observations, learning walks, book scrutinies and monitoring of planning. Teachers monitor the progress of all pupils, and Pupil Progress meetings are held every term; this ensures that pupils who are not making progress with learning are quickly identified.

When teachers become concerned about a pupil's progress they discuss this with the pupil's parent(s)/carer(s) and with the SENCo. The SENCo is then able to observe and assess the individual's needs and work closely with staff in school to assist them in developing teaching strategies and interventions to support the

pupil.

When pupils are placed on the SEN Register a Pupil Profile is created for them. Their Pupil Profile is created using information from the pupil, their parent(s)/carer(s), their teacher, teaching assistants, the SENCo and any external agencies who are involved with them. The Pupil Profile summarises their strengths, their difficulties and the support in place for them. Support is reviewed every termly at the Pupil Progress meetings, thus following an assess – plan – do – review process. The SENCo updates Pupil Profiles termly, or more frequently when new information is received.

The majority of support is provided through the school's own resources, including the money received through the Local Authority's local funding formula for SEND. However, when we consider an individual pupil to require a high level of 1:1 support we are able to apply for additional funding to support them through Sandwell Council's High Needs Block; this however is only available for pupils in Early Years. When a pupil's needs are considered to be particularly complex and likely to require a high level of long-term support then an application will be made for an Education and Health Care Plan.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek support and advice from external agencies (with parental consent). At VPA we currently work with Educational Psychology, Speech and Language Therapy, Occupational Therapy, School Nurse, Orchard Outreach Team, Teachers for Hearing Impaired, Teachers for Visually Impaired, Learning Advisory Teachers, and the Child and Adolescent Mental Health Service.

All parent(s)/carer(s) are invited to meet the SENCo/Key worker at termly intervals or as and when deemed necessary. This is a two way process and parents/carers can contact the school at any time.

Pupils' own views about their likes and dislikes, strengths and difficulties, and the type of support they value are also sought regularly. All children on the SEND Register are consulted at least three times per year and their views are included on their Pupil Profile.

Monitoring and Evaluating Provision for Children with Special Educational Needs and Disabilities

Provision for all children at VPA is monitored by regular classroom observations, learning walks, book scrutinies and monitoring of planning. The progress of all individual pupils is discussed in detail at termly Pupil Progress meetings. The SENCo will consult with teachers at the start of each academic year re their pupil's individual needs and throughout the year as and when necessary.

Evaluating provision for children with SEND is a continuous and active plan – do – review cycle. The SENCo works with VPA's Senior Leadership Team to identify and prioritise areas for development.

We aim to ensure that staff feel well equipped to meet the range of needs within their class. They have the opportunity to request support through the Performance Management cycle, and through working with the SENCo in relation to specific pupils or groups of pupils.

The SENCo regularly attends the Local Authority's SENCo network meetings in order to keep up-to-date with local and national developments in SEND.

Exiting the Special Educational Needs and Disabilities Register

When pupils make good progress with the additional support they have received through being on the SEND Register then we explore removing them from the Register. We would again review their needs against the criteria set by Sandwell Council; if the pupil no longer meets the criteria to be placed on the SEND Register, and has maintained this standard for a term then we will, if their parent(s)/carer(s) agree, remove their name from the SEND Register. However, we would continue to closely monitor their progress in order to ensure that this improved level of progress was maintained.

Transitions

At VPA we recognise that transitions can be a stressful time for pupils. When a pupil is due to transfer to a new class within school we ensure that the teacher is fully informed of their needs, and that there are opportunities for the teacher to

work with their new class to help them become acquainted before the full transition is completed. If we feel a pupil is likely to find a transition particularly difficult, for example if they have significant SEND, we will arrange for the pupil's new teacher to spend time working with them in a 1:1 setting prior to the transition.

We have close links with the local secondary schools, we ensure that relevant information about each pupil's needs is passed on, and also undertake additional work and visits for any pupils who are finding, or are likely to find, the transition difficult or worrying.

Roles and Responsibilities at Victoria Park Academy

Special Educational Needs Co-ordinator – Kiran Kainth

Class Teachers – Each class teacher is responsible for all of the children in their class, including those with special educational needs and disabilities.

Teaching Assistants – Line managed by Kiran Kainth

Designated Lead with specific Safeguarding Responsibility – Kiran Kainth

Member of staff responsible for meeting the medical needs of pupils – Kiran Kainth

Useful Resources for Parents and Carers

Special Educational Needs and Disability Code of Practice (January 2015):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Victoria Park Academy's annual SEN Information Report and link to Local Offer – available on the school website.

Relevant school policies that are available through the school office include:

admissions policy,

medical conditions policy,

anti-bullying policy.

Relevant support agencies, including Speech and Language Therapy, Learning Advisory Service, Orchard Outreach Team, Teachers of the Visually Impaired, Teachers of the Hearing Impaired and Educational Psychology can all be contacted through the SENCo.

Storing and Managing Information

Information relating to individual pupil's needs is stored in a locked cabinet. The SENCo assesses which members of staff require copies of any information stored, with parental permission.

Comments, Compliments and Complaints

In the first instance, any concerns parent(s)/carer(s) have should be discussed with the SENCo and the Head Teacher. If the concern is not resolved, then the parent(s)/carer(s) may raise the matter with the Governor for SEND, or the Chair of Governors. If parent(s)/carer(s) are still dissatisfied, a formal complaint can be made to Andrew Morrish the Executive Head Teacher of VPA, and CEO of Victoria Academies Trust.