



# VALENCE PRIMARY SCHOOL

## Special Education Needs Policy

Date:	November 2022
Date for review:	November 2023

## **School Vision Statement**

At Valence Primary School every child matters. We aim to create a happy, healthy, safe and secure learning environment. We encourage all children to become independent, lifelong learners and achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community.

## **Inclusion Statement**

Valence Primary School is committed to providing a high-quality education to all children. We have an established inclusive ethos and tailor our provision to meet the needs of all pupils.

## **Definition of Special Educational Needs (1<sup>st</sup> January 2015)**

A child or young person has special educational needs 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 or young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school

## **Principles Underpinning the Code of Practice (2015)**

Local Authorities and Educational Institutions must have regard to:

- The views wishes and feelings of the child or young person;
- The importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions;
- The need to support the child or young person and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

## **The principles are designed to support**

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs,
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND,
- Greater choice and control for young people and parents over their support,
- Successful preparation for adulthood, including independent living.

## **Special Educational Provision Needs:**

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Particular care will be taken with this group of pupils and the school will look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEND or both.

## **Equality Act 2010**

Definition of Disability in the Equality Act includes conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

## **Fundamental Principles**

Children and young people may, therefore, be covered by both SEN and disability legislation "where a child is covered by SEN and Disability Legislation, reasonable adjustments for the access arrangements should be considered as part of SEND Planning and Review" (SEND Code of Practice 2015)

- a child with SEND must have their needs met
- the SEND of a child will normally be met in mainstream schools or early education settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

## **OBJECTIVES**

- The school will evaluate the impact and effectiveness of intervention programmes.
- The Inclusion Manager and SENCo's will report to the Inclusion Governors termly to keep them informed of Special Educational Needs developments and contribute to the evaluation of the provision.

## **Responsibilities of the class teachers (in relation to SEN)**

- Deliver Quality First Teaching to all pupils

- Ensure that pupil groupings within the classroom are conducive to high quality learning for all children
- Ensure planning and resources are differentiated and accessible to take into account the needs of all learners, seeking support if needed.
- Deploy available support staff effectively within the classroom in order to maximise their impact on pupil attainment and progress and independence.
- Raise concerns with the Inclusion Manager/SENCo's
- Communicate any parental concerns regarding learning to the Inclusion Managers/SENCo's
- Participate in Pupil Progress meetings to ensure that all groups of pupils are making progress appropriate to their needs
- To regularly review and update Learning Plans for identified pupils.

### **Identification of Special Educational Needs**

Children's Special Educational Needs may be identified in a number of ways including:

- through admission interview
- expression of parental concern
- records from previous setting
- teacher or support staff concern
- observations/Assessments
- data analysis
- use of the borough 'banding' document

### **The Graduated Approach**

The Graduated approach is:-

- A model of action and intervention in schools and early education settings to help children who have SEN
- The approach should take the form of a four-part cycle through which decisions and actions are re-visited, refined and revised, demonstrating a good understanding of the pupils needs and what supports the pupil in making good progress or have good outcomes. The four-part cycle will consist of:
  1. Assess – Class teacher and SENCo work together using teacher and other assessments, in conjunction with the pupil and parent
  2. Plan – Parents must be notified and should meet with the class teacher/SENCo to agree adjustments, interventions and support. The plan will outline expected progress, development or behaviour with a clear date for review

3. Do – The class teacher should remain responsible for working with the child on a daily basis where a child is involved in interventions, they still remain the responsibility of the class teacher. Teachers should work closely with any support staff or specialist staff involved, to plan and assess the impact of the support and how they can be linked to the classroom teaching.
4. Review – The effectiveness/impact of support should be reviewed on the agreed date. Support should be revised in light of evaluation – any changes to the support and outcomes should be made in Consultation with the parent and pupil.

## **Objectives**

- to implement the Code of Practice (January 2015)
- to ensure teachers to take account of differentiation in their curriculum planning to maximise learning opportunities for all children
- to ensure that all teachers are aware of pupils with SEND and of strategies to meet their needs.
- to ensure the most effective and efficient use of school staff and resources for pupils with SEND
- to ensure that all pupils are encouraged to reach their own potential in a rewarding and motivating way which enhances their self-esteem
- to facilitate the identification, assessment, provision and review of pupils with SEND
- to provide a basis for parental partnership where their concerns are taken seriously
- To work with outside agencies to support the child.
- To enable the staff and Governors to evaluate the effectiveness and impact of the SEND support arrangements within the school.

## **Responsibilities of the Inclusion Manager/SENCo's**

The SENCO/Inclusion Manager must:

- be a qualified teacher
- Must achieve a National Award in SEN Co-ordination
- Must work with the Head Teacher and Governing body to determine the strategic development of SEND policy and Provision in the school
- Is responsible for the day-to-day operation of the SEND Policy and Co-ordination of specific provision made to individual pupils with SEND, including those with EHC Plans.
- Provides professional guidance to colleagues; to work closely with staff, parents and external agencies
- Is aware of provision in the Local Offer

- Works with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and High quality teaching.
- Liaises with the Designated Teacher for a looked after pupils with SEND
- Liaises with potential next providers of education to ensure a smooth transition to next placement.

**The Inclusion Managers/SENCo's at Valence Primary School are:  
Elizabeth Vines & Vicky Walker**

Contact: [evines65.301@valenceprimaryschool.com](mailto:evines65.301@valenceprimaryschool.com) or telephone  
0203 006 9888

### **Statutory Assessment/Education Healthcare Plan**

*A child exhibiting exceptional needs may be considered for Statutory Education Health and Care Assessment*

The Inclusion Manager/SENCo will compile and submit a request for Statutory Assessment – EHC Request

If the request for Statutory Assessment is accepted, then the LEA will ask to assign a LEA case officer who will support the completion of the EHC Plan proposal

If an EHC Plan is given, then the LEA will write the EHC Plan which will describe the pupil's needs and appropriate provision.

If an EHC Plan is not issued, the borough will provide the school with advice and will liaise directly with parents

### **Learning Plans (LP)**

The LP will have a number of individual outcomes which will have information on

- The short-term outcomes set for or with the pupil, Reading, Writing, Maths, well-being and area of need.
- Teaching strategies to be used
- Provision
- Review details
- Success or exit criteria which will be reviewed termly.

### **Reviews**

LPs/intervention programmes should be reviewed at least 3 times a year.

Parents' views and ideas will be sought.

The pupil should also take part in the review process and be involved in setting their targets if possible. If the pupil is not involved in the review meeting, their ascertainable views should be considered in any discussion.

## **Annual Review of an Educational Health Care Plan**

All EHC Plans must be reviewed annually. The annual review of a pupil's Education Health Care Plan ensures that once a year the parents, the pupil, the LEA, the school and all the professionals involved, consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or to the specified provision in the EHC Plan.

## **Transfer Arrangements for EHC Plan Pupils**

The move to Secondary School should initially be considered at the review meeting prior to the last year in the current school i.e. in Year 5.

At the review in Year 5 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same or similar timescales as other parents.

## **Admission Arrangements for pupils with SEN**

The Barking and Dagenham Admissions team process applications for school places and allocates pupils.

Once pupils are offered a place the Inclusion Manager/SENCo will establish a child's SEND information from the previous school. Records are requested and as much information as possible is obtained. The school office transfers all records of new children to the Inclusion Manager/SENCo for action.

## **Specialist Provision at Valence Primary School**

Valence has a 16 place **Nursery Assessment Resourced Provision**.

Valence has a 12 place **Additional Resourced Provision** for pupils on the Autistic Spectrum.

## **Links with other Schools**

Valence maintains links with other settings, primary and secondary schools in order to ensure smooth transitions between placements. Valence also works within a cluster of local schools, including the local special schools to share and maintain good and outstanding practice.

## **Links with Outside Agencies**

Valence maintains links with external services including Portage, the Educational Psychology Service, and Joseph Clarke Service for the Visually Impaired, Service for Deaf Children, Speech and Language Therapy Service, Occupational Therapy Service, Health

services and Borough Advisory Team, BDSIP and Social Care. These service providers can offer support, advice, and training and on occasion, direct work with pupils and parents.

### **Allocation of Resources**

The Governing Body allocates a percentage of the school budget to special needs under a budget heading. The Local Authority allocates SEND funding to schools on a formula funded basis. Provision for pupils with SEND Support is made from this funding. The school is also able to apply for short term Dowry or 'Top Up' money from the borough. Additional resources are purchased as required. The Executive Head teacher is responsible for deploying Teaching Assistants. This deployment is based on pupil need.

### **Access Arrangements**

Valence Primary School has two sites. On both sites teaching spaces are on one level. Children requiring equipment due to impairment will be assessed in conjunction with outside agencies to gain the support they require. The school will purchase necessary equipment

### **In Service Training**

Training in the area of special educational needs is available for staff. This can be delivered by professionals from within the school or external providers.

### **Arrangements for considering complaints about special needs provision within the school.**

If a parent or child with special educational needs wishes to make a complaint about the provision made for them, they should make an appointment to see the class teacher. Their concerns should be noted and passed onto the Inclusion Manager/SENCo. This should include what action was agreed, by whom and within what time limit. A review date should also be fixed at that meeting.

At SEN Support and above the Inclusion Manager/SENCo should be contacted and the same procedure followed.

If there are still concerns an appointment can be made to see the Head of Site or Executive Head teacher.

If parents have serious cause for complaint which has not been resolved to their satisfaction through these meetings, they should submit their complaint in writing to the Governing Body.



Parents should be advised of the Parent Support Services available locally e.g. Parents in Partnership, LBBD Carers.

**Related Guidance SEN Code of Practice (January 2015)**

Working Together to Safeguard Children (2013)

The Children Act 1989 Guidance Regulations

Equality Act 2010

Reasonable Adjustments for Disabled Pupils (2012)

Supporting Pupils at School with Medical Conditions (2014)

The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

**Policy reviewed: 10<sup>th</sup> November 2022**

**Chair of Curriculum and Standards Governors.....**

**Date.....**