



VYNER'S SCHOOL

SEN /ADDITIONAL EDUCATIONAL NEEDS POLICY

GUIDING PRINCIPLES

This policy has been written with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- At Vyners we have high expectations and set suitable targets for all students.
- At Vyners a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All students are entitled to access the full school curriculum with reasonable adjustments being made where necessary and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's EHCP (Education and Health Care Plan)

TERMS

- SEN refers to a Special Educational Need. *A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 age in mainstream schools.* Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv.
- AN refers to an Additional Need. Not identified as a Special Educational Need but a need none the less that is creating a barrier to learning. This could well include a social need.
- ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school

OBJECTIVES

- To identify, at the earliest possible opportunity, barriers to learning and participation for students with ASEND.
- To ensure that every student experiences success in their learning and achieves to the highest possible standard.
- To enable all students to participate in lessons fully and effectively.
- To value and encourage the contribution of all students to the life of the school
- To work in partnership with parents.
- To communicate with the Local Governing Body to enable them to fulfill their monitoring role with regard to the Policy Statement for ASEND.

- To work closely with external support agencies, where appropriate, to support the need of individual students
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students

RESPONSIBILITIES AND RESOURCES

The Special Needs Co-ordinator (SENCO), in collaboration with the Headteacher and Local Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEN. Ms S. Kendall currently holds the post of SENCO.

The SENCO provides a termly report to the SEN Governor that includes changes to the SEN and AN registers and the impact of interventions.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ASEND. The Headteacher works closely with the SENCO and keeps the Local Governing Body fully informed of ASEND issues, providing an annual ASEND Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

The Local Governing Body, the duties of the Local Governing Body are set out in the SEN Code of Practice, November 2001, section 1:21. The SEN Governor for this school is Claire Clarke.

SPECIALISMS

Staff specialisms:

Ms S. Kendall (SENCo) holds the National Award for SEN Coordination and a Certificate in Psychometric Testing, Assessment and Access Arrangements.

A programme of Continuing Professional Development for ASEND is planned according to the school student profile.

FACILITIES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The school is a building with many steps and stairs with limited opportunity for disabled access. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting students with disabilities.

There are facilities for small group/individual teaching in a suite of rooms that make up the Learning Support Department. The school is fitted with a sound field system.

All members of the school community, including students, are invited to inform the school of any disability they have.

The Single Duty Equality Policy and Plan should be read in conjunction with this policy.

RESOURCES

Delegated funding for pupils with an EHCP is mainly used to pay salaries for staff who support these students.

Other devolved funding is allocated to support the needs of pupils with Additional Needs where required.

Pupil Premium money is carefully allocated in line with the school's pupil premium policy.

Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the student profile.

IDENTIFICATION, ASSESSMENT AND REVIEW

The school follows the SEND *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: the class teacher and SENCO should clearly analyse a student's needs before identifying a child as needing SEN support.

Plan: parents are notified if it is decided that a student is to be provided with SEN support.

Do: the subject teacher should remain responsible for working with the child on a daily basis and retains responsibility for the student's learning and progress.

Review: the effectiveness of the support is reviewed.

Students who receive a slightly differentiated curriculum, and those who fail to make the expected progress, are initially mainly identified by subject teachers but can also be directly identified by the SENCO or LS team. The school has a system whereby any member of staff can raise concerns/issues with the SENCO about a child with a potential SEN or other barrier to learning.

We involve parents/carers and the young person in question as soon as we feel a student may have a barrier to learning.

In school we use a range of assessment data eg, KS2 SATs, CATs, reading and spelling tests and teacher assessment in the form of progress check data. For some students a further range of diagnostic tests are implemented.

Students who fail to make expected progress on the basis of accumulated evidence are placed on a Learning Support Register. Parents are consulted before this decision is made. Students who have a history of ASEND transferring from KS2 to Vyners will automatically be placed on the Learning Support Register to ensure that staff are aware of their needs. Their placement on the register will be reviewed during their first year at Vyners.

CORE AND ADDITIONAL OFFER

The core offer

At Vyners, high quality teaching differentiated for individual students is the first step in responding to students who have or may have SEN. We believe, in line with the SEN Code of Practice 2014, that additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students at Vyners can make progress through such teaching. We regularly and carefully review the quality of teaching of all students including those at risk of underachievement; this includes reviewing teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs they most frequently encounter. Therefore, it is our aim that all work within the classroom is pitched within the appropriate level so that all students are able to access the curriculum according to any individual need. We know that the benefit of this type of differentiation is that all students can access a lesson and learn at their level. Student progress is regularly assessed through formative approaches that happen in the classroom and through summative assessment published in regular progress checks.

The additional offer

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. This provision is deemed additional to or different from the core offer that is made for all students. Students have SEND 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 at Vyners School. In line with the Code of Practice 2014, SEN and provision falls under four broad areas.

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, mental and emotional health
- 4) Sensory or Physical

Where a student at Vyners School has a Special Educational Need they will be placed on the school's Learning Support Register. This is a fluid document that is regularly reviewed and placement on this register can be short or long term. The Learning Support Register highlights student need and strategies for implementation in the classroom and therefore, not all students identified as having SEN will access the Vyners School additional offer. Only students accessing the additional offer will be subject to an Individual Learning Plan which will indicate specific outcomes of the programmes of intervention that they follow.

SPECIAL EDUCATIONAL NEEDS

If a student is formally identified as having SEN or SEND by an external agency, with the agreement of parents/carers, they are placed on the SEN register. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHCP. An application can be made following two full cycles of Assess, Plan, Do, Review covering at least two terms.

On gathering all relevant advice about a Student's progress, the Local Authority SEN team may issue an EHCP outlining outcomes to be met and additional provision to be provided.

All teachers have access to wave support provision for students on the Learning Support Register and student profiles for those students who have an EHCP.

REVIEWS

The aim for students on the Learning Support Register, who are in receipt of the Additional Offer, is to review them termly. Parents/carers and students may be part of the review as well as members of staff deemed appropriate by the SENCO. Representatives from external support agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new Individual Learning Plan the SENCO will file a copy centrally and send a copy to parents/carers and any external agency that is involved.

For students with an EHCP, an Annual Review will take the place of one of the termly meetings and the objectives/outcomes outlined in the EHCP will be reviewed. A copy of the review report is sent to all invitees, including parents/carers, and the Local Authority SEN Team.

THE LEARNING SUPPORT REGISTERS

The registers are updated termly to take into account progress. Teachers who wish to nominate additional students to be placed on the Learning Support Register will provide the following evidence to the SENCO:

- Record of Concern - narrative
- Results from any curriculum tests
- Evidence of strategies already in place
- A piece of unaided work from the curriculum area deemed to be problematic
- Any evidence that shows the student is working at a level that is below the national expectations for their age or is progressing at a slower pace.

CURRICULUM

All students follow a broad and balanced curriculum and students with SEN have support to access this via Quality First Teaching. Their needs are identified in the Learning Support Register and suggested strategies are in place.

Where needed, to enable and support access to the curriculum for pupils with ASEND, the school considers what can additionally be provided to support the student:

Examples are;

- Learning Support Assistants
- Individual timetables
- Intervention resources
- Specialist equipment

See the School Offer for the list of interventions that comprise the additional offer, available on our website: www.vynersschool.org.uk

COMPLAINTS

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting the needs of students. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

EXTERNAL SUPPORT

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Behaviour Support Service
- The SEN Team
- The School Nurse
- Education Welfare Service
- Special Schools
- Children's Social Care
- Children and Adolescent Mental Health Service
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

THE LOCAL OFFER

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Information on the London Borough of Hillingdon Local Offer is available on www.hillingdon.gov.uk/families, and then follow the link to SEN and Disability.

LIAISON WITH PARENTS/CARERS

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If the SENCO has an initial concern about a student's progress, parents will be invited to discuss this and be told of strategies in place to help their child.
- If a decision is being considered to move a student on to the Additional Needs Register then parents will be asked for their views prior to any decision being made. Parents will be informed of any additional programme in place for their child.
- Parents'/carers' views will be sought when a pupil's strategies list is drawn up and suggestions as to how these can be supported at home will be given

- In terms of an Annual Review of an EHCP, parents' comments are sought prior to the review meeting.
- Student's views will be sought and taken into account during the review process and at other key times throughout the year.

TRANSITION ARRANGEMENTS

Where possible the SENCO will attend Year 6 Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits. Transition reviews for Year 6 pupils are held at the beginning of the Summer term. Extra transition arrangements for SEND students that are moving between key stages will be considered.

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website: www.vynersschool.org.uk

OTHER RELATED DOCUMENTS

This Policy should be read in conjunction with the following documents, all of which are available on the school website, see link above.

- The Equality Policy and Action Plan
- Local Offer/ Core Offer/ School Offer

REVIEW FRAMEWORK

The policy should be reviewed bi-annually (or sooner in the event of revised legislation or guidance).

Agreed by Vyners School Local Governing Body – May 2022

To be reviewed – March 2024