

Special Educational Needs and Disabilities Policy



Headteacher: David Lee

Deputy Headteacher: Sabina Wolczynski

Inclusion Lead: Jo Lewis

SEND Governor: Talit Khan

Victoria Junior School

Proud To Be Me, Proud To Belong

Aims, Values and Beliefs

At Victoria Junior School, our intention for Special Educational Needs and Disabilities is to ensure that all pupils receive a high-quality and ambitious education regardless of needs or disability. We want our pupils to be able to live fulfilled, curious and compassionate lives, and feel prepared to be successful in whichever paths they choose to take in life.

This policy describes the way we meet the needs of pupils who experience barriers to their learning, which relate to the four broad areas of need:

- communication and interaction
- sensory or physical impairment
- cognition and learning difficulties
- social, emotional and mental health difficulties

Through high quality planning, teaching and provision we want to:

- ensure that all pupils have access to a broad and balanced curriculum which is differentiated to enable pupils to understand the relevance and purpose of learning
- pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised
- provide an accessible learning environment which is tailored to the individual needs of all pupils
- develop pupils' cultural capital by developing independence, life skills and enrichment
- regularly monitor the progress of pupils with SEND, using a child-centred approach and taking into account environmental factors and the learning environment they experience in school
- follow a 'Graduated Approach' model to ensure planning, doing, assessing and reviewing the needs of our pupils
- provide good quality and relevant training for all staff members supporting pupils with SEND
- work in partnership with parents and carers
- work closely with external agencies and other professionals to hone and develop our provision for pupils with SEND
- work alongside charities and other educational establishments within the community to provide access to further resources.

Legislation and Guidance

This policy 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 Plans (EHCPs) and SENCOs.

A Definition of Special Educational Needs and Disability

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil of compulsory school age has a learning difficulty or disability if they have any of the following:

- has a significantly greater difficulty in learning than the majority of others of the same age*
- has 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*
- is under compulsory school age and falls within the definition of the above descriptors, or would do if special education provision was not made for them.*

Roles and Responsibilities

Governor – Talit Khan

- A named governor has to have regard to the SEND Code of Practice 2015, and have responsibility for the implementation of the policy.*
- To ensure that arrangements are in place to support pupils at school with medical conditions.*
- To publish information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably than others, and the facilities provided to assist access of disabled pupils.*
- To ensure that an appropriate proportion of school resources and funds are allocated to special needs provision.*
- To liaise regularly with the SENCO.*

Headteacher – David Lee

- To take overall responsibility for implementing the SEND reforms.*
- To ensure a process is in place for involving parents and pupils in reviewing provision and planning for pupils identified as having special educational needs.*
- To keep the Governing Body informed of the school's special needs provision.*
- To liaise regularly with the SENCO.*

SENCO – Jo Lewis

- To oversee the day-to-day operation of the policy in accordance with the current SEND Code of Practice.*
- To coordinate provision for pupils with special educational needs.*
- To advise on the graduated approach to SEN support and the use of appropriate interventions and strategies.*
- To liaise regularly with parents of pupils with SEN to discuss needs and progress.*
- To provide relevant opportunities for staff inset and continued professional development.*
- To link with other education settings and outside agencies.*
- To advise teaching and support staff on the teaching and assessment of pupils with special needs.*
- To attend inset and appropriate courses.*
- To ensure that SEN records are up to date.*
- To teach individuals and small groups using appropriate, multi-sensory methods.*
- To deal with all transfers of pupils with special educational needs into secondary school and / or other education settings.*
- To liaise regularly with the Headteacher and SEN Governor.*

Class Teachers

- To be clear about the desired outcomes of any SEN support.
- To liaise with the SENCO to evaluate the quality and efficacy of support for those pupils with SEN.
- To have high aspirations for every pupil and set clear progress targets in order to help them achieve their full potential.
- To involve parents and pupils in the planning and reviewing process by seeking their views and providing regular updates.
- To make themselves aware of the school's policy.
- To be responsible for meeting the special educational needs for the pupils in their care.
- To keep detailed, accurate records about individuals.

Teaching Assistants

- To be involved in the whole school approach to SEN and work in close partnership with the class teacher and SENCO.
- To carry out activities and learning programmes planned by the class teacher or SENCO.
- To keep records of work as requested.
- To effectively support those pupils with SEN in class, or by withdrawing individuals and small groups.
- To attend inset and courses where appropriate.
- To be aware of the school's policy.

Parents and Carers

- To ensure their child has regular school attendance.
- To inform the school of any concerns or problems.
- To support their child's learning at home.

SEND Needs at Victoria Junior School – Our Local Offer

Our school currently provides additional and / or different provision for a range of needs, including:

- communication and interaction
- sensory or physical impairment
- cognition and learning difficulties
- social, emotional and mental health difficulties
- moderate / severe and multiple learning difficulties
- environmental factors, including the learning environments they experience at school.

Pupils at Victoria Junior School with SEND can therefore have opportunities to:

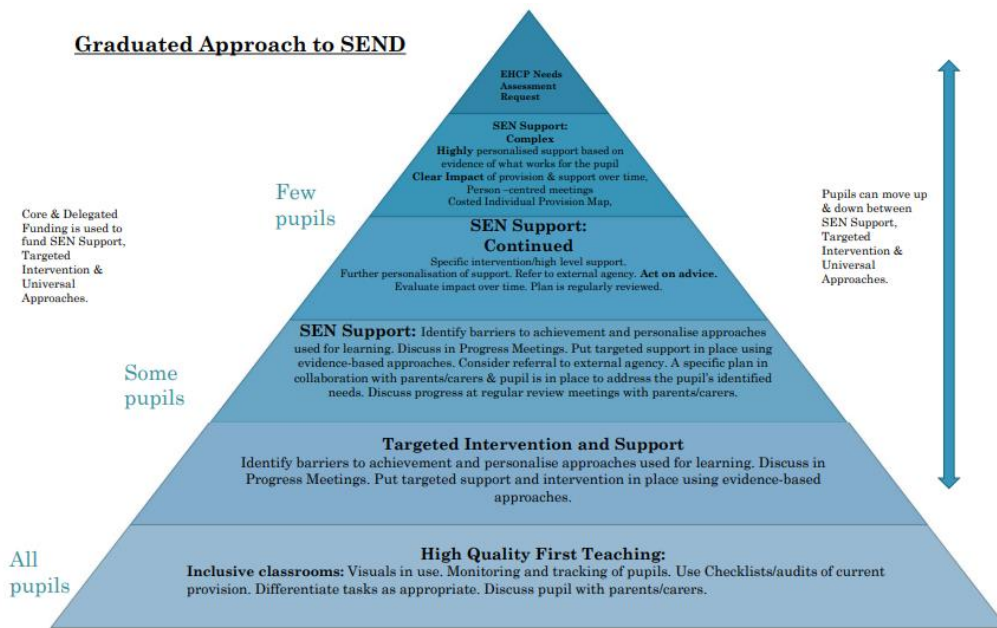
- have specific 1:1 or small group intervention to support their Phonics, fine and gross motor skills, sensory needs or Dyslexia diagnosis
- take part in social and emotional support interventions such as Drawing and Talking Therapy, ELSA and Group Theraplay
- receive 1:1 support to support engagement in learning, access to the curriculum and manage social, emotional and behaviour needs
- have additional support from our Play Therapist and Family Support Worker
- receive additional support with outside professionals, such as Sport Impact, Pets As Therapy, the Guide Dog Association and the School and Family Works, allowing pupils extra time for pre-teaching, confidence building and securing new skills

- have access to play and develop social skills in 'Maple' – a lunchtime club which follows the principles of managing complex needs during unstructured times, including anxiety, ASD, disabilities and medical needs
- work alongside external agencies from the borough such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Autism Advisor, CAMHS Specialist Teachers, Hearing Impaired Team and the Physical Disability Team to develop specific targets and programmes tailored to the pupil's individual needs.

Identification of Pupils who need Additional Support and Assessing their Needs

High quality teaching, differentiated for individual pupils by the class teacher is the first step in ensuring that all pupils achieve and make progress. We will do this through:

- using explicit instruction that supports understanding, such as clear explanation, modelling and frequent checks, followed by guided practice and then independent practice
- provide opportunities for pupils to use cognitive and metacognitive strategies so that they can plan, monitor and evaluate own learning and embed new content into long-term memory
- have scaffolded approaches to written tasks, with the aim of provided less support throughout the course of the lesson, week or term
- use flexible grouping based on current level of mastery for additional support, before re-joining the main class
- using technology to support modelling worked examples, engage in learning, provide opportunities to practice and record learning



From Hounslow's 'Ordinarily Available Provision', September 2021

Pupils can be then identified as needing additional support through a variety of ways. These include:

- information gained through meetings with the pupil's previous setting
- information gained through meetings with other professionals that might be in contact with the pupil
- concerns raised by a parent or carer, or a member of staff
- significantly lower than expected levels of achievement
- significantly lower than expected rate of progress
- failing to close the attainment gap between themselves and their peers
- widening the attainment gap between themselves and their peers

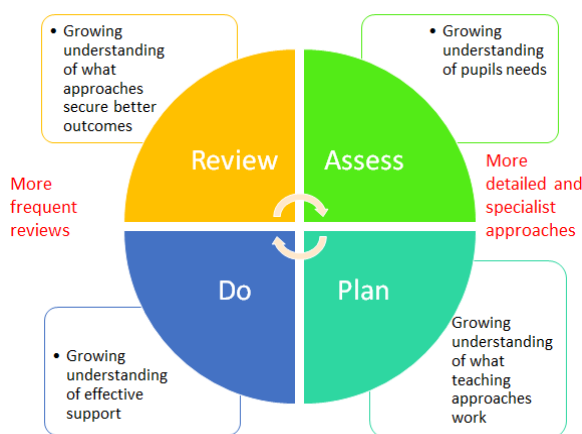
The Graduated Approach

Class teachers may raise their concerns with the pupil, their parent and their phase leader to discuss help to remove any barriers to the pupil's learning. This support can include adaptations to teaching, the physical environment, access to resources, allowing additional time to complete tasks or having additional adult support.

If the concerns of the class teacher continue, we will address them in a Pupil Progress meeting. These termly meetings are an opportunity to develop further support with the guidance and management of the SENCO. This support can include assessments and observations to explore any underlying issues, as well as cross-refer to other professionals within the school or external agencies.

When deciding what provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the view 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 local offer, or whether something different or additional is needed.

Reviews of any support assess the pupil's progress, provide specific and targeted support, measure impact and consider whether changes need to be made. These reviews occur at key assessment points of the school year, and be informed at Parents' Consultation Evenings. This will then help to identify whether the pupil has a special educational need.



Whilst the majority of the pupils at Victoria will have their special educational needs met as part of this Graduated Approach, some pupils may require further assessment to determine whether it is necessary for the Local Authority to make provision through an Education, Health and Care Plan.

For those pupils who have an Education, Health and Care Plan, a review involving the parent and / or carers and the pupil will be held (either annually or bi-annually according to the pupil's age) at the school to discuss outcomes, provision and progress. This is called an Annual Review.

Working in Partnership

Parents and Carers

Due to their unique knowledge, parents and carers are encouraged to share information about their child with the school. We believe that pupils do their best when staff and parents and carers work together.

Pupil Participation

Pupils are encouraged to share their views either verbally or non-verbally using appropriate methods to suit their communication needs. They have a right to receive and make known information, to express an opinion and have that opinion taken into account. Whenever appropriate, pupils' opinions and views will be sought and they will be encouraged to take an

active part in decision making, at all levels, including planning and reviewing their support. For example, this can take the form of a PowerPoint that can be presented during an Annual Review, or a Pupil Profile, which can be used to explain their strengths, needs, differences and special arrangements clearly to people they work with.

Facilities and Access

The school has been partially adapted to accommodate pupils with a physical disability, which includes ramps and toilet facilities.

The car park has a designated disabled parking space with easy access to the school.

The entrance to the school building has doors wide enough to allow wheelchair access.

Disability Equality and Trips

Victoria Junior School tries to make all trips inclusive by planning carefully in advance, taking into account every pupil's needs and ensuring that locations visited are easily accessible. Risk assessments are carried out for all trips.

All pupils are welcome at our after school activities. For those pupils who require 1:1 support in order to take part in an activity, a risk assessment would be completed and discussed with parents and carers.

Transition Arrangements

Starting school in Year 3:

All pupils will have opportunities to visit Victoria Junior School from our local feeder school prior to starting in September. Meetings are held between the SENCOs from both schools to discuss any needs and the day to day organisation of pupils with special educational needs. In addition to this, each pupil is encouraged to create a project all about themselves during the Summer holidays to share with their class teacher, and this is used to begin creating their Individual Support Plan.

Transition between year groups:

Pupils with special needs are prepared for transition to a new year group through frequent visits to the new class during the summer term.

Pupils with Pupil Profiles are updated annually and handed to relevant members of school staff in preparation for the new academic year.

INSET time in the autumn term is given to class teachers to review the needs of their pupils now that they have met them.

Transition to Secondary School:

Along with parents and carers, Secondary School staff are invited to the final annual review of a pupil with an Education, Health and Care Plan where current support strategies and the needs of the pupil are discussed in detail.

The SENCO may arrange additional visits to the secondary school for pupils prior to transfer.

For other pupils receiving SEN support, but are not in receipt of an Education, Health and Care Plan, the SENCO liaises with the appropriate Secondary School staff in the Summer Term.

Any SEN documentation and information is forwarded to the pupil's new school.

Staff Development and Training

Staff at Victoria recognise the value of on-going training and endeavour to keep abreast of current practice and thinking by attending courses and taking part in CPD.

Following a period of induction, new members of staff are offered a variety of training specific to their continuing professional development needs.

The SENCO regularly updates their knowledge and awareness of issues relating to SEN by reading and by attending appropriate courses and meetings including the termly SENCO cluster meetings organised by the Local Authority.

When necessary, external agencies are called upon to give specialist advice and training.

Admission Arrangements

We welcome all pupils irrespective of need – physical, cognitive, social and emotional – as long as we are confident that the school can provide a quality educational experience which is effective in meeting their particular needs. This would be agreed upon in consultation with parents, outside agencies, the school and the Local Authority.

Dealing with Complaints

If a parent or carer has any complaints, they should, in the first instance, raise it with the SENCO who will try to resolve the situation.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request, from the school.

Monitoring Arrangements

This policy and information report will be reviewed by Jo Lewis every year. It will also be updated if any changes to the information are made during the year.

Links with other Policies and Documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equalities Duties policy
- Children with Medical Needs policy
- Anti-Bullying policy

Jo Lewis

Inclusion Lead, Senior Management Team

Autumn 2022