

# **Vigo Primary School**

## **Policy for Special Educational Needs and Disability**

**2025-2026**



# Vigo Primary School

## Policy for the Identification, Assessment and Provision for Children with Special Educational Needs and Disability.

### RATIONALE

We believe that every child matters. They should be valued, encouraged and accepted whatever their individual needs may be. Our objective is that with appropriate identification, planning, action and review, children with special educational needs should learn, develop and progress. Special needs provision will be delivered as a staged response in accordance with the 2002 Education Act and the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014).

The purposes of this policy are to:-

- ❖ Enable early identification of children with SEND in order to ensure that their needs are met.
- ❖ Establish an entitlement of access to the whole National Curriculum for all pupils.
- ❖ Establish expectations for all teaching staff to provide adequately for children with SEND.
- ❖ Promote continuity and coherence of SEND provision across the school.
- ❖ Record the strategies used to meet the objectives outlined in the rationale.
- ❖ Record the strategies used to fulfil the expectations of the SEND Code of Practice.
- ❖ Establish an understanding of what we mean by 'special educational needs and Disabilities'.

### 'SPECIAL EDUCATIONAL NEEDS & DISABILITIES'

We recognise that children with special educational needs and disabilities are those who:-

- ❖ Have significantly greater difficulty in learning than the majority of children of the same age.
- ❖ Have a difficulty or disability which prevents them accessing the curriculum in the same way as the majority of children of the same age.

### AIMS AND OBJECTIVES

- ❖ The school aims to ensure that staff and governors are aware of the following:-
  - their legal requirements that every child is entitled to a broad and balanced curriculum.
  - their legal requirements to identify SEN children at the earliest possible time, assess, monitor and review progress.
  - the definition of special educational needs.
  - their roles and responsibilities in the identification, assessment, monitoring and reviewing of special educational needs.
  - the need to liaise with parents/carers (especially for 'looked after' children)
  - the policy for SEN and their involvement in its formulation and review.
- ❖ The school aims to ensure that SEN funding is managed effectively to meet special educational needs and that appropriate resources are available.
- ❖ The school aims to fulfil its responsibilities in meeting the needs of children with an Education Health Care Plan (EHCP).

## **RESOURCED PROVISION FOR SPEECH, LANGUAGE AND COMMUNICATION NEEDS**

Vigo Primary School is additionally resourced by Hampshire to meet the special educational needs of currently 12 children with EHCPs for Speech, Language and Communication Needs (SLCN)

- ❖ Admission to the Resourced Provision is as detailed by the Hampshire Admissions criteria for speech, language and communication needs (SLCN).
- ❖ Children attend the Resourced Provision from a wide catchment area. Some children are provided with transport to and from school by the LEA.
- ❖ All children placed within the Resourced Provision are fully included in appropriate classes and are included within the school admission number
- ❖ Class teachers are responsible for ensuring the Resourced Provision children are fully included within their mainstream class. They liaise with the RPM to provide the most appropriate teaching and learning strategies.
- ❖ Learning Support Assistants provide specialist support within the mainstream classrooms. They are responsible for organising, delivering and keeping records on individual work with the children. LSAs will also organise and run small groups under the guidance of the Class teacher / RPM / SENCO. They liaise with the Resourced Provision Manager, class teachers, SENCO and the Speech and Language Therapists.
- ❖ The RPM ensures that parents are kept fully informed about their child's progress and with the Speech and Language Therapist will regularly invite parents into school for informal training and support.
- ❖ Vigo Primary School's Resourced Provision Manager provides advice and support to colleagues in other establishments working with children with SLCN.
- ❖ Partnership with parents is vital and must be established and promoted. Home/school books provide additional information and methods of communication between school and home.

## **READY TO LEARN PROVISION (R2L)**

Children with SEMH (Social Emotional Mental Health) needs can be supported through the R2L classroom where children work with a higher staff to children ratio (1 adult : 3 children). This support offers children the opportunity to develop their resilience and understanding of themselves, their impact on others and their impact on the world around them. Regular reflection and conversation will be used in each lesson and will be monitored through a points system which awards points based on behaviour, learning and individual targets which are set for the children. The points system is designed to allow the children to learn how to be successful at each point of the day.

Children can be referred for a placement in R2L by teachers once other strategies have been explored and have been found to have limited impact following an appropriate amount of time for implementation. Parents will be invited into school for a discussion about their child attending R2L and the support that can be offered through this resource. Once a place is agreed in R2L there will be continued high levels of communication through the use of a home/school diary which will inform the recipient of how successful how each day has been through the points system.

The aim will of the provision is that the child will develop their skills to be able to integrate back into their mainstream classroom full time. This process will take place over an identified period of time and will be tailored to the individual needs of the child. If required following a review an extension can be implemented with a set timeframe identified.

R2L is led by the Assistant Head Teacher and children are further supported by LSA's.

## **STEPPING STONES PROVISION**

Stepping Stones is a provision for pupils within Year R / 1 / 2 who have significant needs related to Autism and Communication / Interaction. This provision is led by a teacher and supported by a team of 4 LSAs. The aim of the provision is to provide a safe space where these pupils can receive individualised and small group targeted intervention to develop their ability to manage the mainstream classroom environment.

Pupils within Stepping Stones will be supported to:

- ❖ Learn how to communicate using a range of visual communications strategies.
- ❖ Develop their skills in social interaction to enable them to enjoy interactive play.
- ❖ Learn how to access and follow visual timetables, now and then, workstations (if needed) and an approach to adult directed tasks which is appropriate to their needs.
- ❖ Develop their gross and fine motor skills.
- ❖ Manage their sensory needs.

Stepping Stones will run a Year R group during the mornings and then a mixed Year 1 / 2 group during the afternoons. Pupils will have time within their classrooms when not in Stepping Stones, so will receive a balance of specialist and mainstream provision.

Stepping Stones is also open throughout lunchtime to support those pupils who struggle with the larger environment of the hall and the playground.

The Stepping Stones teacher liaises closely with other key members of the SEN Team and with the class teachers of the pupils attending the provision to slowly build their time within the classroom setting when it is felt the individual pupils are ready for this. This will always be carried out in consultation with parents. The aim will be for all pupils to be able to successfully manage the mainstream classroom environment on a full-time basis, by the end of Year 2 at the latest and be able to access learning within this environment using their strategies learnt within Stepping Stones.

## **NURTURE GROUP**

The school has Nurture Group Provision which is managed and overseen by our SENCO and Lead Thrive Practitioner. There are three Learning Support Assistants (all trained in ELSA / TALA) who lead and support the different groups.

A Nurture Group:

- ❖ Grouped according to needs and age
- ❖ Is a small discrete class
- ❖ Provides a safe and predictable structured environment
- ❖ Gives children opportunities to revisit early missed 'nurturing' experiences

The Nurture Group follows the Thrive approach and principles and design:

- ❖ Children's learning is understood developmentally
- ❖ The classroom offers a safe base
- ❖ The importance of nurture for the development of self-esteem
- ❖ Language is a vital means of communication
- ❖ All behaviour is communication
- ❖ The importance of transition in children's lives

Class teachers complete 'Thrive' online assessments on children who have complex social, emotional and mental health needs. The curriculum is planned at an appropriate developmental level for each individual child. Children generally stay for between two and four terms, according to their assessed needs. Some children will need to access the provision over a longer period due to significant needs.

Reintegration is agreed with all staff involved and parents. Parents have regular communication with the SENCO, teacher and Lead Thrive Practitioner and are invited on many occasions to visit and work with the group. The SENCO, Lead Thrive Practitioner and class teachers also communicate frequently. Children are given individual Nurture Group targets which are then rewarded within the nurture room. This encourages links between the two settings.

### **EMOTIONAL SUPPORT**

The school has two ELSAs (Emotional Literacy Support Assistant) and four TALA (Therapeutic Active Listening Assistant) who work under the direction of the SENCO, supporting vulnerable children in addressing their individual emotional issues.

### **INCLUSION SUPPORT**

The school has an Inclusion Support Worker who is involved in planning and provision for pupils with a wide range of SEND. She supports staff by assessing needs and setting advice and recommendations and then monitoring the provision in place. She is also able to support pupils who are finding transitions into school difficult to manage.

### **CHILD & FAMILY WORKER**

The school has a Child & Family Worker to support families in a variety of ways. She runs parenting classes. She liaises closely with Children's Services and the Early Help Hub.

### **SCHOOL THERAPY DOG**

We have a school therapy dog (Ralph) that is involved in supporting individual pupils as well as groups and classes. The full risk assessment and policy around the use of our school dog can be found on our website.

### **SEND AND THE CURRICULUM**

Children with special educational needs will be given opportunities to access the National Curriculum by receiving Quality First Teaching by teachers:-

- ❖ Providing appropriate differentiation, scaffolding and resources
- ❖ Ensuring that planning provides clear objectives and high expectations
- ❖ Providing suitable learning challenges at an appropriate level
- ❖ Setting individual learning targets
- ❖ Following agreed personal support plans
- ❖ Ensuring equality of opportunity

### **TEACHING AND LEARNING**

Children with special educational needs will be given opportunities to achieve as high a standard as possible. We will use a variety of strategies to give our children the fullest support. The Quality First Teaching will ensure:-

- ❖ Teachers will differentiate the curriculum where appropriate while continuing to provide challenge and high expectations.
- ❖ Children with SEN will be assessed in Reading, Writing and Maths and this assessment will enable the teachers plan for next steps to ensure progression.
- ❖ We will aim to provide an effective and stimulating environment that encourages independence and creativity.
- ❖ Additional support will improve children's access to the curriculum where possible.
- ❖ Opportunities to work in small groups with an adult will encourage confidence, improve concentration, allow greater attention to task and create more opportunities for success.

- ❖ A secure and consistent framework of rewards and sanctions will be provided for all children. This is in accordance with the school's Behaviour Policy.
- ❖ We will provide for the needs of children with physical or sensory difficulties with the support of the Local Authority (LA) where necessary.

The teaching and learning policy and assessment and reporting policy give further details of the in-school tracking system.

We continue to invest considerable resources in training teachers and learning support assistants in work with children with SEND.

### **Role of the Special Educational Needs Co-ordinator (SENCO)**

Provision for children with special needs will be co-ordinated by the SENCO. The SENCO is responsible for:-

- ❖ The day-to-day operation of the SEND policy
- ❖ Liaising with and advising colleagues on SEND matters and responding to relevant changes in SEND policy locally and nationally
- ❖ Meet with teachers termly to discuss SEND children within each class
- ❖ Maintaining the SEN register and ensuring other SEN records are kept up-to-date (eg provision maps / record of support / meeting notes)
- ❖ Ensuring that the appropriate SEN Pupil Passports are in place and being implemented
- ❖ Ensuring clear assessment of the strengths and weaknesses of children with special educational needs
- ❖ Ensuring that evidence and assessment is being used to inform planning and set targets
- ❖ Monitoring and reviewing actions taken to support children in reaching their individual targets
- ❖ Using a range of assessments to keep clear records of the progress of SEND children across the school.
- ❖ Liaising with and supporting parents and placing emphasis on the contribution that they can make to their child's progress
- ❖ Liaising with outside agencies
- ❖ Reporting to the Governing Body on SEND issues
- ❖ Monitoring SEND provision through observation and feedback within year groups
- ❖ Identifying the training needs of the school in terms of SEND development and addressing them according to the School Improvement Plan
- ❖ Contribute to and arrange in-service training on SEND issues in order to meet the needs of the school and the professional development of staff
- ❖ Updating of resources to aid the child's learning in class and in interventions

### **Role of the Resourced Provision Manager (RPM)**

The resourced provision manager has overall responsibility for meeting the RP children's needs and the recommendations on the EHCP and subsequent annual reviews. In addition to this, she holds specific responsibility for supporting mainstream children with Speech & Language needs alongside the SENCO. The resourced provision manager:

- ❖ has additional specialist knowledge and understanding in the area of speech, language and communication needs
- ❖ works alongside other teachers to increase their confidence and competence in teaching pupils with speech, language and communication needs
- ❖ ensures that children in the resourced provision are fully included in their classrooms and the life of the school

- ❖ works in partnership with other members of ‘the ‘Team Around the Child’’:
- ❖ agrees suitable learning targets, plans for personalised learning and implements strategies and interventions to support children with SLCN (RP and Mainstream)
- ❖ implements and monitor the learning programmes to be supported by LSAs
- ❖ monitors progress of all children with SLCN
- ❖ supports the parent/carer
- ❖ contributes to the planning of and ongoing professional development for all staff in meeting speech, language and communication needs.

### **Areas of SEN**

A child may have needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

### **THE STAGED RESPONSE**

Some children may have already been identified as having special educational needs or disabilities before entering school. Information should be passed directly to the school from the child’s previous setting and the child would be placed SEN Support and recorded on the school’s SEN register.

### **Additional Educational Needs**

Teachers may at any time express concern over children’s progress or development as compared with the majority of children of the same age. Teachers will provide differentiated learning opportunities, additional support where possible and discuss their concerns with parents. If this concern extends over time e.g. half a term, then the child will be added to the Additional Educational Needs (AEN) list. The child’s progress will be monitored closely and reviewed each term with the SENCO.

If a teacher expresses concern for the progress or development of a child beyond the in-class support they can offer, assessments will be made as to the child’s needs. The outcomes of these will indicate the interventions needed (if any) and whether it is appropriate to place the child on the SEN register.

When it is expected that a child will make accelerated progress a child can join an intervention group without having been placed on the SEN register.

### **SEN Support**

The class teacher or SENCO identifies a child in need of SEN support. Interventions are provided that are **additional to or different from** those provided as part of the school’s usual differentiated curriculum and strategies.

- ❖ SENCO and Class teachers involved in assessment, planning and reviewing provision and interventions
- ❖ A more detailed assessment is made of the child’s needs and difficulties
- ❖ Child is placed on the SEN Register
- ❖ Class teacher will ensure that all children with SEN have an SEN Pupil Passport which records their interests and needs alongside strategies that work well in supporting them.
- ❖ The child’s needs and plans for provision and intervention are shared and discussed with parents. Progress is also discussed regularly with parents
- ❖ External specialist support may be requested and advice will inform the planning of support strategies

- ❖ The Local Authority receives information about children with special needs through the termly census
- ❖ Review dates are set to monitor support and progress
- ❖ Children will receive interventions alongside Quality First Teaching

### **Statutory Assessment**

- ❖ The majority of children's needs should be met effectively within SEN Support
- ❖ Request for Statutory Assessment will be made to the Local Authority if the child has demonstrated significant cause for concern over a period of time.
- ❖ Statutory Assessment will not always lead to an Education Health Care Plan.
- ❖ There is a time limit of 20 weeks for the Local Authority to make assessments and decisions regarding an Education Health Care Plan.
- ❖ The school should ensure that parents/carers are supported and given comprehensive information.

### **Education Health Care Plans (EHCP)**

The Local Authority may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require provision through an Education Health Care Plan (EHCP). This EHCP will include the following:-

- ❖ A description of the child's needs
- ❖ The main educational and developmental long-term objectives / outcomes to be achieved by the special educational provision over the life of the EHCP
- ❖ The special educational provision that is appropriate for the child's learning difficulties
- ❖ Identification of appropriate facilities and equipment, staffing arrangements and curriculum
- ❖ Appropriate modifications/exclusions to the application of the National Curriculum
- ❖ Monitoring arrangements, including an annual review date
- ❖ Parents can state a preference in regard to placement, which can meet the identified needs of the child
- ❖ The school deemed appropriate for the child is named
- ❖ Any non-educational needs of the child and how these can be provided for.

### **THE ANNUAL REVIEW**

- ❖ All EHCPs must be reviewed at least annually.
- ❖ The purpose of the annual review is to assess the child's progress towards meeting objectives / outcomes specified in the EHCP, to collate and record information from all working with the child, review special provision and to set new targets.
- ❖ The Headteacher delegates responsibility for convening the annual review meeting and requesting written reports to the SENCO or RPM.
- ❖ The following will be invited to the meeting and to contribute a written report if appropriate.
  - Parents/carers
  - Class teacher
  - Headteacher
  - SENCO/RPM
  - LA representative
  - Relevant outside agencies
  - School representative where a transfer to a new school is in the near future
- ❖ Following the meeting the annual review report must be submitted to the LA within 2 weeks. It is also sent to all invited to the meeting.

- ❖ The LA will review the child's EHCP and provision in light of the review and either amend or cease to maintain the EHCP.

### **SEN Pupil Passports**

SEN Pupil Passports are written for all children on the SEN register. They detail the child's interest / strengths, needs, current strategies that work in supporting the child and their current targets. These passports are written in child friendly language and they are shared with pupils from Year 2 upwards. Pupils are encouraged to have a voice within their passport and can add to what is written through discussion with their teacher. Pupil Passports are updated once a term. At each update a copy is given to parents, who are invited to a brief meeting to discuss and add to the passport if there is anything they feel is missing. All passports are kept in an allocated folder out in the classroom so that they are accessible for all staff to use.

### **TRANSITION**

A Transition Partnership Agreement (TPA) will be held whenever there is a need during transition. Full information regarding all children with SEND is shared with classteachers and parents are involved in this process.

### **CHILD PROTECTION**

As set out in our Child Protection Policy and our Selection and Recruitment Policy all appropriate steps are taken to safeguard the needs of individuals. (Refer to the policies stated above).

### **WORKING IN PARTNERSHIP WITH PARENTS AND CHILDREN**

The school recognises the crucial importance of good relationships with parents to support the child's educational progress and effectiveness of school based SEN provision. Parents must be informed that special educational needs provision is being made for their child. They are consulted and informed about their children's progress at school. Parents are invited to reviews and their views are sought. Children's views, if appropriate, should be taken into consideration.

It is essential that all professionals, school, LA and other agencies, actively seek to work with parents and value the contribution they make. Parents can find support from staff at the school, but support is also available through the SENDIASS service. The school SEN policy is available for all parents to read.

The school's SEN information report is on the school website and provides parents with a comprehensive overview of the SEN provision available within the school.

### **PERFORMANCE INDICATORS**

- ❖ Use of class assessments to track progress and set targets for monitoring and improvement.
- ❖ Early identification of need and subsequent programmes put in place.
- ❖ Use of Thrive profile for identified children accessing 'Nurture Group' support.
- ❖ Use of a range of assessments to monitor progress in planned intervention. These include Boxall, Thrive, Language Links, Salford Reading Assessment, Vernon Spelling Assessment, Dyslexia Assessments.
- ❖ Regular communication with SEN Governor.

### **MONITORING ARRANGEMENTS**

### **Governors**

- ❖ SEN Governor is kept informed of referrals to LA for statutory assessment.
- ❖ Regular meetings between SEN Governor and SENCO at which the following are discussed:
  - SEN register
  - use of outside agencies
  - resources
  - screening and assessment procedures
  - communication with parents
  - liaison with other schools, SENCOs etc
  - staffing and training needs
  - policy and development plan
  - annual report to parents/carers
- ❖ SEN governor to meet RPM regularly to discuss the operating of the Resourced Provision, including policy, procedures and development plan.

### **Headteacher**

- ❖ Headteacher, SENCO, RPM and other members of the SEN Team meet regularly.
- ❖ Ensure the SEN policy is reviewed annually.
- ❖ Ensure all aspects of SEN are reviewed against performance indicators and monitoring arrangements.

### **EVALUATION**

We believe that successful implementation of this SEN Policy will ensure:-

- ❖ Early identification of children with a special educational need
- ❖ Appropriate support for any child with a special educational need
- ❖ That children with SEN will be included in all area of school life.
- ❖ That some children with SEN will progress sufficiently to be removed from the SEN Register
- ❖ That children with significant SEN will receive the appropriate support from other agencies and the LA.
- ❖ Support and information for the parents of children with SEN.
- ❖ That our tracking and assessment procedures will be used efficiently to monitor and measure the progress of SEN children.

The SEN Policy will be reviewed and evaluated annually in order to monitor and assess its effective implementation.

