



Reviewed: July 2022
Revision Due: July 2024

Signed by:
Chair of Governors

Date:

THE VICTORY PRIMARY SCHOOL

SEND AND INCLUSION POLICY

This policy is in line with our teaching and learning objectives and equality of opportunity policy and aims to support inclusion for all of our pupils. The policy covers all statutory elements and focuses on maintaining the highest expectations for all pupils and bringing out the 'best from everyone'.

Rationale

The Victory Primary School is committed to ensuring that the necessary provision is made for every pupil within the school's community. The Victory Primary celebrates the inclusive nature of the school and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is differentiated and scaffolded to meet the needs of the majority of pupils, is the first response to supporting pupils with SEND. Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision, will be included on the school's SEND Register. The school has a duty to use their best endeavours to ensure that provision is made for those who need it.

The Victory Primary ensures that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole-school responsibility requiring a whole-school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEND gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 requirements for pupils with disabilities are met.
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and have regard to statutory guidance supporting pupils with medical conditions.
- To assist the governing body in fulfilling their duties in regard to provision for pupils with SEND
- To have regard to any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as 'a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her'

A pupil 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 generally available in a mainstream school.

It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

The Victory Primary School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching through a graduated approach of plan, do and review. Where concerns are raised about a pupil's progress or when they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Early identification is vital. Information for all pupils will be gained from parents/carers, previous educational experiences, professional assessments and standardised tests. Any concerns about the child arising from this information will be shared between practitioners, SENCO and parent/carer.

In line with the SEN Code of Practice (2015), The Victory Primary School uses the four main areas of need in identifying a child with SEN&D:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention/Interaction skills – May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding/Receptive Language – May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech/Expressive Language – May use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological awareness still fairly poor and therefore their literacy can be affected.</p>

Cognition and Learning	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercise choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
Social, Mental and Emotional Health	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and/or Physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over sensitivity to noise/smells/light/touch/taste • Toileting/self-care

The purpose of identification is to work out what action the School needs to take, not to fit a pupil into a category. The Victory Primary School identifies the needs of our pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or when they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high quality teaching, the class teacher will seek advice from the SENCO. They will then assess if a pupil has a significant learning difficulty and agree appropriate support.

Where a pupil is identified as having SEN, the SENCO and class teachers will take action to support effective learning and make all reasonable efforts to remove barriers and put effective special educational provision in place, as per the code of practice. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a

growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year).

The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, with their child, will meet with the class teacher and the SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of need, the desired outcomes, the support and resources provided, (including any teaching strategies or approaches that are required) and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and will include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs. Then the class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need so that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEN register.

A Graduated Approach to SEN – Waves of Intervention

The School provides a graduated response to each child dependent on their level of need. This approach is often referred to as the waves of intervention model which is shown below.

WAVES OF INTERVENTION MODEL

Wave 3

Additional highly
Personalised
Interventions

Wave 2

Additional interventions
to enable children to work at
age-related expectations or above

Wave 1

Inclusive quality first teaching for all

Quality First Teaching (Wave 1)

The needs of the vast majority of pupils will normally be met through differentiated curriculum planning, use of scaffolds and varied teaching styles (inclusive quality first teaching). Additional teaching support, including teaching assistants, may be deployed to support this process.

SEN Support (Wave 2)

If further support is needed the child may be placed on the SEN register and an SEN support package drafted up setting targets to be achieved both in class and through initial interventions. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalized teaching (page 88, Section 6.37 onwards). Pupils will benefit from evidence based interventions (Rapid Reading, FFT etc) or small group support, Nurture group or learning mentor support.

SEN Support Plan (Wave 3 – higher level)

If the needs of the child are such that they cannot be met through the School's ASSESS-PLAN-DO-REVIEW cycle, then the School will complete an SEN support plan with a clear outline of progress, any involvement of outside agencies and professionals. This is also reviewed termly following the same cycle, gathering information from external agencies and other educational professionals where appropriate.

EHCP (Education, Health and Care Plan) (Wave 3)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. The Victory Primary School will follow their local authority's guidance for this process and will involve parents/carers and the child from the beginning.

This would be carried out in consultation with relevant staff, parents and the pupil. If an EHCP is issued it will provide a statutory framework, which will set out the needs and provision which must be reviewed at least annually.

There are areas of need which may impact on a child's progress and attainment which are **not described as special educational needs**:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

These areas are supported through their own policy procedures within the School.

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). The Governing Body, the Headteacher and the SENCO will work closely to ensure that this policy is working effectively

Managing Pupils' Needs on the SEN Register

Listed below is the process carried out by the SENCO and other relevant staff for children on the SEND register:

➤ **SEND Support Plans**

If the needs of the child are such that they cannot be met through the School's ASSESS-PLAN-DO-REVIEW cycle then the School will complete an SEND support plan with a clear outline of progress, any involvement of outside agencies and professionals. This is also reviewed termly following the same cycle. Assessments will be recorded on Edukey.

➤ **Additional Support/Engaging Specialist Services/Outside Agencies**

For higher levels of need, The Victory Primary School will ask for advice/support/assessment from outside agencies or educational professionals. This would be reviewed through the SEND support plan termly process. As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our School including:

- Inclusion Outreach support
- Health, including School Nurse team, General Practitioners, CAMHs (Child and Adolescent Mental Health), Paediatricians, Occupational Therapy, Physiotherapy, Speech and Language therapy, MHST
- Learning, including Educational Psychologist and Specialist Teacher Advisors.
- EMAS (Ethnic Minority Achievement Service).
- We also work very closely with Social Care.

Should a child require any form of involvement with an outside agency then the School would immediately inform parents/carer and obtain permission from parents to pursue any kind of professional intervention.

➤ **Application for EHCP**

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalized teaching (pg 88 Section 6.37 onwards).

If a child is on an SEND support plan for two terms and the SENCO and class teacher feel they still support at a much higher level then they may consider an application for an Education, Health and Care Plan (EHCP). This would be carried out by the SENCO in consultation with relevant staff, parents and the pupil. If an EHCP is issued it will provide a statutory framework, which will set out the needs and provision which must be reviewed at least annually.

Criteria for Exiting the SEND Register

If a child is seen to be managing to access the curriculum and progress with just quality first teaching in place then at the termly review meetings it would be discussed if this child should be taken off the SEND register – this would be shared with parents. At this point the usual class monitoring systems would continue and the child's progress would be tracked and monitored termly in line with pupil progress meetings.

Supporting Pupils and Families:

The School's 'local offer' is available on the school website (regulation 53, part 4)

<http://www.thevictoryprimary.co.uk/localoffer/> This outlines the provision available at The Victory Primary School to support pupils with SEND and a link to the Local Authority's local offer.

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At The Victory Primary School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.

- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with the classteacher at least 3 times a year formally. The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time, but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

Admissions: see admissions policy

The governors of The Victory Primary School, including The Communication and Interaction Inclusion Centre, subscribe to national legislation in the form of the SEN and Disability Discrimination Codes of Practice and to the Portsmouth admission policy for local authority schools. Governors must not discriminate against any pupil when determining admission to the school. The governing body is required by law, to comply with parental preference unless compliance would prejudice the provision of efficient education or the efficient uses of resources.

SEND children access SAT's following the statutory guidelines the Headteacher are responsible for ensuring guidelines are enforced.

Transition from class to class or onto another school – if we feel a child requires additional support through a transition period class teacher and SENCO would create a transition plan including strategies such as: social stories, visits to the next setting, meeting key staff, supporting activities etc

Supporting Pupils at School with Medical Conditions:

The School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case the School will comply with its duties under the Equality Act 2010.

Some children may also have Special Educational Needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

If a child has a medical condition which needs support, we refer to the School Nurse. The SENCO will then liaise with the pupil, families and School Nurse to draw up a Health Care Plan, outlining the

provision needed to manage the child's medical needs within school. Once this is agreed all relevant staff and parents sign to show agreement. A date is then set for this to be reviewed.

Further information is available in the 'Supporting Children with Medical Needs Policy' on our website

Complaints.

Parents who have concerns or complaints about SEN provision for their child should, in the first instance, speak to the child's class teacher and SENCO. Please refer to the school's complaint policy.

STATUTORY REQUIREMENTS

To meet our statutory requirements, we will

Publish information about our SEN policy in the Governing Body's Annual Report. This will describe the principles on allocating resources among SEN pupils and will be accessible to the whole school community.

Appoint a designated teacher, the Special Educational Needs Co-ordinator (SENCO), who will be responsible for the day-to-day operation of the School's SEN policy. She will co-ordinate provision for pupils with SEN and liaise with parents, staff and external agencies.

Provide an Annual Report to the LA regarding the Communication and Interaction Inclusion Centre

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision –SENCO.

The Headteacher

The Headteacher, Mr J Hartley, has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCO

The SENCO, Mrs Gidney, takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for assessing and writing SEND support plans.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEN Support, is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.
- Teaching assistants are responsible for the updating Edukey with the finer assessments for the provisions for pupils on the SEND register.

Parents

- Will be given a copy of any SEND support plan/PSP/IBP written for their child and be invited to share in the planning of their child's support
- Will be asked to support their child's learning at home as discussed with School staff
- Will be included in planned referral to outside agencies
- Will be expected to attend meetings with other agencies and School staff relating to their child's SEND
- Will be welcomed into School to discuss any concerns with staff at the earliest available time
- Will be supported in accessing any additional help.

Training and Development

Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in speech and language, literacy and numeracy interventions, two who are Nurture trained, Learning Mentors trained in delivering social and emotional interventions including ELSA and a few staff trained in specific interventions eg PECS, Bucket time etc

All members of teaching staff meet with the SENCO every term to discuss the progress of pupils and the support and provision that is being offered.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the School's SEND provision and practice and to discuss the needs of individual children.

The School's SENCO regularly attends the Local Authority SENCO network meetings and United Learning conferences in order to keep up to date with local and national updates in SEND.

Staff are updated with training as needs are identified and new legislation is updated. Monitoring activities identify areas of need for training. Training is planned to develop best practice.

Outside agencies such as Inclusion Outreach, SALT, MHST and EP provide up-to-date training

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual pupil's needs. Pupil SEND files are kept in a locked filing cabinet and all electronic information is stored on the school system Edukey.

Records relating to children with an EHCP will be stored electronically until the children reach the age of 25.

LINKED POLICIES AND PROCEDURES

- Single Equality Policy
- Teaching and Learning
- Parent Links
- Behaviour Management
- Accessibility plan

OTHER DOCUMENTS

SEN Code of Practice

Schools must have regard to the SEN Code of Practice which covers in detail:

- School-based assessments and interventions for SEN pupils
- Statutory assessments of Special Educational Needs
- Statements of Special Educational Needs
- Assessments and statements for those in early education settings
- Annual reviews
- Transition planning
- SEN policy.

Context
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: <ul style="list-style-type: none">• The SEND Code of Practice: 0-25 years – 2015• Part 3 of the Children and Families Act 2014 and associated regulations
Headteacher: Mr Jim Hartley
Governor with responsibility for SEND: Richard Clarke
SENCO: Mrs Vikki Gidney
SENCO Qualifications: NASENCO (2014) SENCO is a member of SLT Awarded August 2017

Contact details: vgidney@thevictory.portsmouth.sch.uk 02392 001160
This policy will be reviewed annually
Agreed by Governing Body:
Review date: July 2024

APPENDIX 1: Communication and Interaction Inclusion Centre

A pupil may be allocated a place in the Local Authority's resourced Communication and Interaction Inclusion centre if they have a EHCP with the primary area of need: Communication and Interaction, which many include moderate to severe language disorder, a severe language delay or social and communication difficulties. These places are awarded by the ISP, the Local Authority's Inclusion Support Panel, and not by The Victory Primary School.

Aims

In addition to the special Educational Needs and Inclusion Policy, we aim to:

- Provide children with opportunities to work and play alongside peers outside the **Communication and Interaction Inclusion Centre** where appropriate
- Ensure that all staff working with children with communication and interaction difficulties, are fully supported and have an understanding of the needs of the children
- Ensure that children identified as having communication and interaction difficulties within the mainstream school, are able to access the resources within the Communication and Interaction Inclusion centre where appropriate
- Ensure that children are prepared and supported appropriately during suitable inclusion into the mainstream setting
- Endeavour to ensure that children with communication and interaction difficulties, are able to function comfortably within the mainstream setting and the wider community
- Ensure children are given the opportunity to reach their potential.

Implementation

In addition to the Special Educational Needs and Inclusion Policy, we will ensure that:

- Inclusion is planned and reviewed to ensure that children are fully supported and able to make progress socially and academically
- The SENCO/ Communication and Interaction Inclusion Centre Manager will oversee the appropriate use of resources by staff and children in the mainstream school
- All staff working within the Communication and Interaction Inclusion Centre will be trained and supported
- The staff will be able to access the support of the Speech and Language Therapists
- Children will have access to regular speech and language therapy programmes set and monitored by the Speech and Language Therapists
- The Communication and Interaction Inclusion Centre Manager will ensure that children access appropriate outside agencies (eg, OTEP) and will monitor the delivery of programmes from the agency involved.
- An Annual report will be provided to the LA from the Communication and Interaction Inclusion Centre Manager. A monitoring visit for PCC will take place in the Spring Term

