

Special Educational Needs Policy and Information Report

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1. Aims and objectives

Our special educational needs and disabilities (SEND) Policy aims to:

- Make sure our school fully implements national legislation and guidance regarding all of our pupils(as they all have SEND needs)
- Set out how our school will:
 - Provide equality of education for all (this does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied needs and life experiences).
 - Support and make provision for pupils with a range of special educational needs and disabilities ensuring provision secures the outcomes from the child's Education Health and Care Plan,
 - Provide pupils with access to all aspects of school life so they can engage in the activities of the school
 - Enable all pupils to develop their personal and social skills and to experience success, achievement and fulfilment,
 - Help pupils fulfil their aspirations and achieve their best
 - Help pupils become confident individuals living fulfilling lives
 - Help pupils make a successful transition into adulthood
 - Communicate with pupils and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Vermont School, we are committed to:

- providing the highest quality leadership, learning and teaching to enable all pupils to achieve extremely well
- ensuring we meet our pupils' individual needs, through a personalised approach
- creating learning environments that are welcoming, stimulating, challenging, motivating, rewarding, safe, caring, and fun
- encouraging creative thinking, research, and innovation to find the best ways of helping pupils to learn, communicate and make informed choices and decisions
- developing highly skilled staff with a range of expertise and experience
- developing strong partnerships with parents, carers and the wider community
- managing resources efficiently and effectively for the benefit of all pupils



- identifying and sharing expertise to support learning communities, both locally and nationally, to provide a high quality, inclusive education for all

3. 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum which includes supporting their social and emotional needs. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that our pupils are included in all aspects of school life.

5. Definitions

5.1 Special Educational Needs

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

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or;
- 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Area of need	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and Responsibilities

6.1 Teachers and Leaders

At Vermont School, all teachers and leaders have a responsibility to ensure pupils make at least good progress towards the long-term outcomes in their Education, Health and Care Plans (EHCP). This is carefully tracked in the short, medium and long-term capturing evidence against targets that are linked to the four areas of each child's EHCP.

Leaders will:

- Work with the headteacher and governing body to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils' needs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high-quality teaching, learning and tailored curriculum.
- Advise on the graduated approach to providing SEND support and different teaching methods appropriate for individual pupils
- The Headteacher will advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Chair of Governors and the Local Authority to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils up to date.
- Ensure all staff support the pupils in accordance with their EHCP and update personalised plans.



6.2 The governing board

The Chair of the Governing Body will:

- Help to raise awareness of SEND issues at governing body meeting
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and LA to determine the strategic development of the SEND policy and provision in the school

6.3 The Headteacher

The Headteacher will:

- Work with Senior Leaders and the LA to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners across the school

6.4 Teachers

Each teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to day to day classroom teaching
- Working with leaders to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow school policies

6.5 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:



- Contacted weekly to discuss the successes and challenges their child has had
- Asked to provide information about the impact of school support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an opportunity to join their child's annual review annually
- Given an annual end of year report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.8 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN Information Report

7.1 The kinds of SEN that are provided for

Vermont School currently provides specialist provision for a range of needs, including:

- Communication and interaction: for example, autism spectrum disorder, speech and language difficulties
- Social, emotional and mental health: for example, attention deficit hyperactivity disorder (ADHD), oppositional defiance disorder (ODD), attention deficit disorder (ADD)

7.2 Consulting and involving pupils and parents/carers

We believe that a pupils' education is a partnership between parents, carers and teachers, therefore we are committed to developing strong communication with parents and carers and communicate regularly. Parents and carers are invited to all review meetings and parents' evenings across each year to discuss their child's progress towards their individual targets and to talk about any other aspect of their child's education and specialist provision in relation to their EHCP.

Members of the Leadership Team are available during parents' evenings or appointments can be made upon request. There are parent Governors on our governing body. Families and friends are regularly invited to join in school events; coffee mornings, attend performances, special assemblies and a range of social functions. These are advertised through newsletters, social media and on the website.

7.4 Supporting pupils moving between phases

Admissions to our schools are determined by the local authority, and it is their responsibility to ensure that the provision meets the needs of individual pupils as identified in the Education Health Care Plan. Parents are encouraged to visit the school as part of this process. Vermont School provides specific transition programmes for new pupils during the Summer Term ready to start in the next academic year. This gives



pupils and their families the opportunity to find out more about the school and become familiar with staff. If a child is placed at Vermont School during the academic year, they will be invited to access transition opportunities, such as visiting the class, or a phased introduction into the school. Transition planning is a vital part of the Annual Review process from Year 5 onwards. Vermont School advocates person centred planning and aims to involve pupils as far as possible to make informed choices and decisions about their

7.5 Our approach to teaching pupils with SEND

The Education Health Care Plan outlines the resources, teaching and learning programmes and multi-agency involvement. Pupils are educated in small teaching groups depending on the complexity of need as indicated in their Education Health Care Plan. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality, inclusive teaching is our first step in responding to pupils' special educational needs and disabilities. This will be differentiated and personalised for all pupils, at all stages and ages.

7.6 Adaptations to the curriculum and learning environment

At Vermont School, pupils are grouped according to their needs, abilities and age. The level of support will depend on the child's needs, as identified in their Education Health Care Plan. All pupils follow a broad and balanced curriculum which is adapted to their needs to ensure high levels of interest and engagement, with personalised learning, differentiated to enable them to make progress.

7.7 Support for mental health, emotional and social development

Supporting our pupils' mental health, emotional and social development and their wellbeing is a priority area and as such the curriculum is planned to ensure these needs are being met and developed on a daily basis. The class teacher is responsible for the day-to-day well-being of their pupils. Where needed, pupils have an Individual Health Care Plan which identifies their care needs including personal care or the administration of medication. It also identifies emergency procedures to be followed, where appropriate.

7.8 Support for children who are looked-after or previously looked-after

Pupils who are looked-after or previously looked-after will be supported in much the same way as any other child. However, looked-after pupils will also have a personal education plan (PEP). The Designated Teacher for looked after children, will ensure that the PEP and pupils' individual targets towards their EHC plans are consistent and complement one another.

7.9 Working with other agencies

The schools work closely with other agencies, including health and social care, local authority support services and voluntary sector organisations to meet the needs of the pupils and their families. We are committed to multi-agency working to ensure that the holistic needs of each child are met.

7.10 Complaints about SEND provision

In the first instance, concerns or complaints about SEND provision in our schools should be raised with the Headteacher. Further information can be found in our Complaints Policy.



7.11 Contact details of support services for parents of pupils with SEND

If you have any questions about your child's special educational needs, please get in touch and let us know. We want to support you, your child and your family as best we can.

Further information from within Southampton: Please refer to the Southampton 'Local Offer' of support which can be found on the Southampton City Council website at: [Southampton Local Offer](#)

Further information within Hampshire: Please refer to the Hampshire 'Local Offer' of support which can be found on the Hampshire County Council web site at: Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities (hants.gov.uk).

8. Admission arrangements

Admissions to our schools is arranged by the Local Authority after consultation has taken place between the parents/carers, the school, and other appropriate professionals. The wishes of parents/carers are one of the most important factors in the whole process of the admission of pupils to any of our schools. Parents/carers are encouraged to visit informally prior to admission and are encouraged to do so before accepting the final Education, Health and Care Plan.

9. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher and the governing body annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

10. Links with other policies

This policy and information report links to the following policies:

- Positive Behaviour and Anti-Bullying
- Intimate care
- Supporting pupils with medical conditions
- Safeguarding and child protection
- Equality
- Complaints

—End of Policy—