



SEND Policy

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Introduction

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years which came into force in September 2014.

The definition of Special Educational Needs from the Special Educational Needs and Disability Code of Practice (Children and Families Act 2014):

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age; or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

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 educational settings’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out educational settings’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEND information report.

Aims and Objectives

- To identify and assess all children with SEND and, through the implementation of a graduated response in accordance with the Code of Practice, to match provision to the nature of the child’s needs
- To record the SEND identified together with the action taken to meet these needs and the outcomes of those actions

- To ensure the Academy's SEND policy is implemented consistently by all staff
- To provide an opportunity to celebrate the achievements of pupils with SEND
- To identify barriers to learning and participation and provide appropriately to meet a diversity of needs
- To work in partnership with parents/carers for the benefit of the pupil
- To guide and support all staff and parents in SEND issues
- To foster maximum independence in educational, social and emotional terms and to promote lifelong learning for pupils with special educational needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To involve pupils actively in decisions about their SEND provision
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To involve parents actively in their child's SEND provision.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupil's individual needs. We recognise the entitlement of all pupils to a balanced, broad curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

The graduated approach starts at whole academy level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.

Responsibilities of the Local Governing Body

The Local Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all academy personnel and visitors to the academy are aware of and comply with this policy
- ensured that provision of special educational needs is of a high standard
- responsibility for ensuring pupils with SEND have access to all activities
- responsibility for ensuring pupils with SEND have access to all academy facilities
- due regard to comply with the SEN Code of Practice when undertaking its responsibilities
- responsibility for having in place an admissions policy
- responsibility for admitting any child whose statement/EHCP names the school
- responsibility for publishing a SEND information report
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the academy facilities so that disabled pupils can access the curriculum
- responsibility for regularly reviewing funding for resources
- responsibility for ensuring that the academy complies with all equalities legislation
- responsibility for ensuring funding is in place to support this policy
- responsibility for the effective implementation, monitoring and evaluation of this policy

Responsibilities of the Headteacher

The Headteacher will:

- ensure all academy personnel, pupils and parents are aware of and comply with this policy
- ensure that the daily management of SEND provision is effective
- work closely with the SENDCo, the Local Governing Body, teaching and support staff
- keep the Local Governing Body informed of all matters relating to its responsibilities for the provision of SEND
- ensure that all relevant academy personnel receive the appropriate information regarding the special needs provision for pupils with SEND
- inform parents when SEND provision has been made for their child
- be responsible for supervising the statutory assessment, EHC Plans and annual review process for pupils with SEND
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to
- monitor the quality of teaching for pupils with SEND
- monitor the progress made by pupils with SEND
- agree with the Local Authority the academy's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer
- publish a SEND information report on the academy's website
- provide leadership and vision in respect of equality
- make effective use of relevant research and information to improve this policy
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy

Role of the Special Educational Needs and Disabilities Co-ordinator

The SENDCo will:

- have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience
- ensure the detailed implementation of support for children with SEND
- ensure the implementation of this policy
- ensure all academy personnel understand their responsibilities to children with SEND
- work with the Headteacher and SLT to oversee the day-to-day provision for pupils with SEND within the academy including those with education, health and care (EHC) plans
- ask the LA, if necessary, to conduct an education, health and care needs assessment for a child with the parents' permission
- identify the barriers to learning and what special educational needs provision that a pupil requires
- provide advice and teaching strategies to teachers and support staff
- inform parents of their child's special educational needs
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist
- organise in-house and external support for a pupil with SEND
- keep parents up to date with the special educational needs provision for their child
- ensure pupils with SEND have full access to the curriculum
- ensure pupils with SEND are included in all academy activities and events
- lead the development of SEND throughout the academy

- arrange in-service training for school personnel and members of the Local Governing Body
- undertake classroom observations
- ensure Quality First teaching methods are being used
- track the progress of children with SEND
- maintain records of all children with SEND
- keep up to date with new developments and resources
- make effective use of relevant research and information to improve this policy
- liaise with parents and carers
- organise annual reviews
- meet with outside agencies
- provide information for the SEND Information Report

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Identification of Needs

The principal sources of information for identifying and assessing pupil's special educational needs are:

- Information from parents provided at the admissions meeting but also throughout their child's placement
- If a medical problem is likely to affect the child's ability to learn, such as Hearing/Visual Impairment, the SENDCo will record the details and ensure that staff are aware of the likely problems
- Educational, Health and Care plans and other records of SEN and provision from pupil's previous schools
- Information from previous school and education provider
- Liaison with external agencies involved with individual pupils such as Social Care, SALT, OT, Nurse Practitioners etc
- Entry assessments performed, such as literacy and numeracy assessments, and reading and spelling assessments
- Members of staff will discuss with the SENDCo how to meet the special educational needs of a particular pupil if they feel further help is required in addition to the normal differentiated curriculum and Quality First teaching
- Pupils are encouraged to voice their own concerns about their own learning through target setting. Pupils will have a Pupil Information Pack (PIP) and Pupil Portfolio (PUP) which highlights their needs, strengths, how the academy can support them, interventions and their targets

SEN Support

Where a pupil is identified as SEND, parents/carers will be formally advised of their child's needs before they are included on the school's management system as SEND Support. All pupils on our academy roll are SEN Support or have an EHCP. The aim of formally identifying a pupil with SEND is to ensure effective provision is put in place to remove barriers to learning.

Graduated Approach

The support put in place consists of a four part process:

- Assess

- Plan
- Do
- Review

This is an on-going cycle to enable provision to be evaluated to ensure that the pupil makes good or better progress. Pupils, parents/carers and teachers will play an active part in the SEND review process.

When pupils continue to experience significant difficulties and do not make progress despite good Quality First teaching and specialist intervention, a referral to outside agencies for support and advice may be made.

Assess

This involves clearly analysing the pupil's need using staff assessment and experience of working with the young person, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan

Planning will involve consultation between the teacher, STLA, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the PUP which will be shared with staff, parents and the pupil.

Do

The class teacher and STLA remain responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class.

Review

Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents.

Education, Health and Care Plans (EHCP)

Following statutory assessment, an EHCP may be provided by Derbyshire County Council, if it is decided the pupil's needs are not being met by the support that is ordinarily available. The school and the pupils' parents will be involved in developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHCP.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

Monitoring Pupil Progress

Adequate progress is that which:

- Narrows the attainment gap between pupils and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curriculum access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Shows improvement in the pupil's mental health and well being

For pupils failing to make adequate progress:

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made to determine if further intervention is required
- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil
- Changes to provision - including base location, timetabling and provision - may be made
- Parents will be fully informed so they can share information with the academy to help better understand the needs of their child

Tests and Examinations - Access Arrangements

Additional arrangements can be made for some pupils to enable them to access external exams, provided that these arrangements reflect everyday classroom practice and provision. This might include additional time, rest breaks or the use of a reader, scribe or word processor. The SENDCo will inform parents/carers about eligibility and applications for these arrangements. Only tests and assessors authorised by the academy and recognized by JQA (Joint Council for Qualifications) can be accepted for access arrangements for public examinations.

Partnership with Parents/Carers

Esteem Valley Academy believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND to enable personal success
- Parental views are considered and valued

In order to achieve the best possible educational and other outcomes for pupils, the views, wishes and feelings of pupils and their parents/carers will be taken into account. This is particularly important at transition points to ensure appropriate decisions are made and pupils are prepared effectively for adulthood.

Effective planning should help parents/carers and young people with SEND express their needs, wishes and goals, and should:

- Focus on the young person as an individual, not their SEND label

- Be easy for young people and their parents/ carers to understand
- Highlight the young person's strengths and capabilities
- Enable the young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Bring together relevant professionals to discuss and agree together the overall approach. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision

Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in monitoring and reviewing their progress by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning through self-assessment and self-evaluation
- Share in individual target setting
- Self-review their progress and set new targets

Links with Outside Agencies

Advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Behaviour Support Service
- Dyslexia Centres or Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Educational Welfare Officers
- Physical and Disability Support Service
- Social Services
- School Nurse
- Child & Adolescent Mental Health Service

Further support services for parents/carers of pupils with SEND include:

Derbyshire Information Advice and Support Service (DIASS) for SEND who offer free, confidential, impartial information advice and support to parents, carers, children and young people up to the age of 25 about SEND and exclusion from school.

<http://www.derbyshireiass.co.uk>

Tel: 01629 533668

Further information regarding the Derbyshire County Council's Local Offer for children and young people with SEND can be found at:

<http://www.derbyshiresendlocaloffer.org>

Complaints

If a parent/carer has concerns about the way the academy is responding to the special needs of his/her child then initial contact should be made with the SENDCo

Parents/ carers may seek advice on resolving disagreements from the Local Authority. The Derbyshire Information, Advice and Support Service for SEND is a free, impartial service which provides support, guidance and information about education issues to parents/carers of children who have Special Educational Needs and/or Disabilities. They can be contacted on 01629 533668.

Evaluating the SEND Policy

The success of the academy's SEND policy and provision is evaluated through:

- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Consideration of each pupil's success in meeting individual targets
- Academy self-evaluation
- The academy Improvement Plan
- The annual SEND Information Report.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. Parental engagement and participation are considered key elements of successful provision to support our pupils with SEND.

Reviewing the SEND Policy

This policy will be reviewed by the Headteacher and SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing body.