

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Date of Policy	September 2023
Date of Next Review	September 2024
Staff Responsible	SENDCo
Reference	Staff shared area/policies/ML
School/Governor Policy	Governor - Statutory

Key staff

The SENDCO

Mrs Michell Littlegray: mlittlegray@severnvaeschool.com

Mrs Littlegray is the Assistant Headteacher with responsibility for the Inclusion Department. She has a Masters in Teaching and Learning and the National SENDCo award (NASENDCO). The SENDCO is a specialist educational assessor and is qualified to award examination access arrangements (EAA). In addition, she is a specialist SPLD teacher and Mental Health & Well-being Lead.

The Deputy SENDCO

Mrs Julie Williamson: jwilliamson@severnvaeschool.com

Mrs Williamson is a qualified teacher with responsibility for supporting the SENDCo as the Deputy SENDCo. She also holds the National SENDCo award (NASENDCO). Mrs Williamson is also the designated teacher for Children-in-Care.

SLT with overall responsibility for Inclusion

Mr Richard Johnson: rjohnson@severnvaeschool.com

Mr Johnson is line manager for Inclusion which encompasses support for students with SEND, additional learning needs and Mental Health & Wellbeing.

Definition of Special Educational Needs and Disability

In line with the SEND Code of Practice (2015), child of compulsory school age has SEND if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
or
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream or mainstream post-16 provision.

Children must not be regarded as having SEND solely because the language or form of language of their home is different from the language in which they will be taught.

Children and young people may require special educational provision to be made for them arising from difficulties in the four broad areas of need described in the SEND Code of Practice:

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

Special educational provision describes educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

This policy takes account of:

The Children and Families Act 2014

The Equality Act 2010. In the Equality Act 2010 a person has a disability if:

They have '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'.

In this definition: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young

people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Rationale

Our staff believe that every student can achieve their potential regardless of their identified barriers to learning. Our dedicated staff provide a high level of quality first teaching (QFT) and learning experiences that are planned and sequenced to meet the needs of all students in our care. Severn Vale School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and ability. The school seeks to raise the aspirations and expectations of all students, including those with SEND, by removing barriers to learning and increasing physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school.

Every teacher is a teacher of SEND. The Governing Body, Headteacher, SENDCO and all other members of staff have important roles in SEND provision.

Aims/Objectives

- To identify students with SEND.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEND.
- To enable students with SEND to have high aspirations and maximise their achievements.
- To enable students with SEND to develop strategies to increase their independence.
- To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum, wherever appropriate.
- To work in partnership with the child, parents/carers and relevant agencies to enable them to make an active contribution to the education of the child.
- To support SEND students through a variety of ways which may include: consultative advice and/or guidance for departments, individual teachers and parents, in-class support, directed and supported self-study, withdrawal from lessons and/or subjects and small group teaching. To offer advice for all staff working with special educational needs students.
- To recognise that there is a continuum of need, which may be temporary or long-term; mild, moderate or severe; and to classify students' needs accordingly and in line with Gloucestershire's Graduated Approach.
- To ensure that students with SEND have the opportunity to participate in all the activities Severn Vale School has to offer wherever possible.
- To facilitate effective communication between the school and parents/carers of children with SEND via a variety of methods
- To ensure that all teachers take responsibility for the progress of all students in their classes and that resources are allocated appropriately

Relationship with other Policies

Admissions

Attendance

Behaviour

Careers Education Information and Guidance

Complaints

Equal Opportunities

Exams

Health and Safety

Laptop Policy

Safeguarding and Child Protection

Roles and Responsibilities

The Headteacher

Mr Richard Johnson has responsibility for the day-to-day management of all the aspects of the school's work. The Headteacher will keep the Governing Body fully informed and work closely with the school SENDCO.

The Governing Body

The Governing Body, in co-operation with the Headteacher, will determine School's general policy and approach to provision for children with SEND, establish appropriate staffing and also funding and maintain a general oversight of the school's work. The Governors CFC Committee will monitor the school's SEND.

The SENDCO

The SENDCO has responsibility for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a child in care has SEND.
- Advising on the graduated approach to providing SEND support throughout the school including whole school professional development.
- Liaising with parents/carers of pupils with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertaking observations, tests and diagnostic assessments, where appropriate, for students who have been identified as having a possible learning need.
- Assessing and applying for examination access arrangements in line with examination board regulations and JCQ guidance.

The Inclusion Team

The Inclusion Team comprises of: the SENDCO, the Deputy SENDCO, Primary and Secondary Skills Teachers, School Based Social Worker, Two Mental Health & Well-being Practitioners, Two Inclusion Practitioners, Three HLTAs who oversee the Learning Hub, Year 9 and Year 8, and ten teaching assistants.

Teaching staff

Teachers are responsible for the progress of all students in their classes including those with special educational needs. They deliver QFT using the graduated approach which incorporates differentiated learning activities for individual students. This is the first step in responding to students who have or may have SEND.

Admission Arrangements

The Headteacher is responsible for the admission arrangements as laid out in the Admissions policy. The school acknowledges in full its responsibility to admit students with already identified SEND, as well as identifying and providing for those not previously identified as having SEND. Admission of all students to Severn Vale School would be considered under the normal school's admission criteria.

Buildings Provision

The SEND department has a variety of rooms which are used exclusively to support students who have SEND.

All rooms at Severn Vale are wheelchair accessible. The main building has a care suite with hoist, toilet and showering facilities, a lift to all floors and a disabled PE changing room and toilet and a mobile hoist. Doors to some shared areas are automatic to facilitate independent access for wheelchair users.

The DT block complies with building regulations as laid down by the DDA 2002. It has a lift to all floors and disabled toilets on all floors.

Any alterations or adaptations to the building and curriculum are made as part of inclusive provision and with regard to the Equality Act and Disability Discrimination Act.

Training and Resources

Funding for schools is provided by central government to local authorities through the Dedicated Schools Grant. Students whose needs are identified as 'high' and who have been awarded an EHCP, receive additional funding from the local authority which the school uses to provide reasonable provision to meet the students' special educational needs.

Staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post.

Identification of SEND

Their journey starts in primary school. The Inclusion Team work closely with every feeder school in Quedgeley who are part of the QLC. Our SENDCO or Deputy SENDCO attend Year 5 and Year 6 EHCP reviews (for those students who intend on coming to Severn Vale). We encourage early involvement at review meetings and in transition planning so that everyone clearly understands a child's particular needs and how they can be supported.

The SENDCO, Deputy SENDCO, Head of Year and pastoral team liaise with all primary schools, year 5/6 parents and students with additional and special educational learning needs prior to their joining Severn Vale School.

All students are assessed on entry to the school through the administration of Cognitive Ability Tests (CATs) and The New Group Reading Test (NGRT) and core tests of ability in English and Maths. Further, in-depth assessments may be carried out if required. Some assessments may take at least 12 weeks to complete. Regular testing and in-class assessment data is also used in identifying student need.

When a special educational need is being considered, our SENDCO or appropriate member of SEND staff will audit the needs of the student to assess whether there is a potential special educational need and use information gathered from one or more of the following:

- at the point of primary to secondary transition by liaising with Year 6 teachers and primary SENDCOs or, for mid-year entry, from the child's previous school
- as a result of reports prepared by professionals
- from assessments undertaken as part of the school's ongoing assessment process
- from observations made by teachers, pastoral team or SEND staff in the classroom or at social times
- from assessments undertaken by the SEND team

Investigations of special educational needs can take some time to undertake as observations and assessments are carried out in school and with a range of professional agencies; in some cases,

parents/carers may need to complete a parenting course before an assessment can be carried out. On average, a new SEND investigation can take up to 18 months.

Severn Vale uses the four broad categories of need as outlined in The Code of Practice (2015) in identifying areas of SEND:

Communication and Interaction

This covers children and young people with speech, language and communication needs (SLCN) who have difficulty in communicating with others. 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.

Cognition and learning

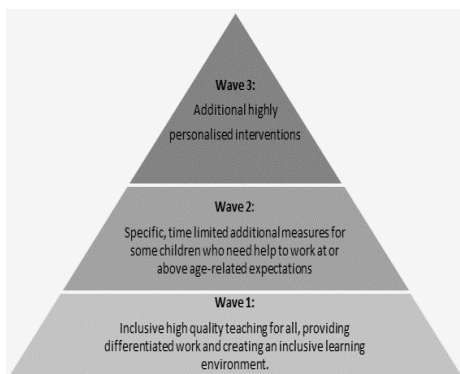
This covers children and young people who learn at a slower pace than their peers, even with appropriate differentiation. It covers a wide range of needs including specific learning difficulties (SpLD).

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.

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, behaviour which may or may not reflect underlying mental health difficulties.



Levels of learning support are categorised into ‘Waves’ at Severn Vale. Most students with SEND may have their needs met at Wave 1 through Quality First Teaching. Some SEND students may need targeted support in Wave 2 at some point. A few students, usually those with EHCPs or high needs IHCPs, will need support at Wave 3.

After observations and informal investigations, a student’s need might be identified as being a SEND. As appropriate, formal assessment, consultation or referral to external agencies may take place. Depending on the outcome, a student may then be placed on the school’s graduated pathway of support.

Support and monitoring:

We follow Gloucestershire’s Graduated Approach to support for learning and pastoral support. All plans are student centred and take on board the views of all stakeholders.

Listen - clear analysis is made of needs via: views of the child/young person and their parents/carers, teacher assessments and observations, student’s current attainment, student’s previous progress and attainment, tracking of progress and comparisons with national data, assessments by external agencies if appropriate.

Plan – an action plan is produced to include: time limited outcomes for the student, the adjustments, support and interventions to be put in place, a date for review.

Do - staff are made aware of the plan and implement the adjustments, support and interventions. Teachers differentiate and personalise the curriculum, deliver ‘additional and different’ provision for a student, plan, support and measure the impact of all group and one-to-one interventions delivered by LSWs and specialist staff, link interventions to classroom teaching. The SENDCO and Deputy SENDCO support teachers in the effective implementation of provision.



Review - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with student and parent/carers and seeking their views.

The cycle then starts again with the updated needs of the student being considered before planning a continuation of or change to provision. If a student is not making the expected progress as identified from a range of evidence, appropriate intervention will be implemented. Where appropriate, this may lead to such students being placed on the school's SEND register. If a student is making expected or better progress then the student's SEND status may be amended or withdrawn.

For most students, extra help will be provided within the classroom via the graduated approach managed by the subject teacher. Some additional support may be provided in the classroom by Learning Support Workers as directed by the subject teacher. Where support involves spending some time outside the classroom, it will nonetheless be in the context of the curriculum. This inclusive curriculum will be based on the principles of:

- High aspirations and improving outcomes for children through the setting suitable learning challenges
- responding to student's diverse learning needs
- overcoming potential barriers to learning
- upholding, with reasonable adjustments, the school's behaviour policy

As part of the graduated pathway, review meetings are held with SEND students at key points in the year or if a significant change in the student's needs arise. These reviews will be carried out by a member of staff from the SEND or Pastoral team. Parents will have a vital role to play in these conversations and will be contacted by the Lead Practitioner for their child. Reviews of EHCPs, My Plans and My Plan + will be in addition to these and in line with statutory guidance and Gloucestershire's guidance.

Access to the Curriculum

All students have the entitlement to a broad, balanced and relevant curriculum. All students with special educational and additional learning needs are taught with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop students' knowledge, skills and understanding. However, where access to the curriculum is impaired by low literacy levels or other barriers to learning, students may be withdrawn from some lessons or receive additional support before or after school, in order to provide one to one or small group tuition. These interventions will be targeted and time limited. SEND staff support students inside and outside of the classroom to foster independence and maximise the progress of all students. All teaching and support staff are aware of the need to:

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove or make reasonable adjustments for the barriers to learning and assessment
- Monitor and report the learning of their students
- Raise any learning concerns with the SENDCo or Pastoral team for students in their classes
- Be familiar with and action any appropriate information on PLPs, Myprofiles, Myplans, Myplan+, EHCPs and/or IHCPs
- Evidence and apply EAA that their students have been awarded for their subject
- Use their CPD allocation to keep up to date with the SEND needs of their students

COMPLAINTS PROCEDURE

Please refer to the school's complaints policy.

The Role Played by Parents of Students with SEND

("Parents" includes all those with parental responsibility, including corporate parents and carers)

In accordance with the SEN Code of Practice the school believes that all parents of children with SEN should be treated as equal partners. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND Code of Practice.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Contribute to review meetings.

The school is committed to working with parents and to keeping them fully informed of the Partnership with Parents Service and with the school's procedures.

In order to make communications effective the school will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the child's strengths as well as areas of additional need.
- Recognise the personal investment of parents and be aware of their feelings.
- Ensure that parents understand procedures and are aware of how to access support in preparing their contributions to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.

Monitoring and Evaluating the Policy

This policy will be updated annually by Michell Littlegray SENDCo and monitored by the Governors' Children, Families and Community Committee.