Empowering all to achieve

Severn Vale School
An Academy

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Date of Policy	September 2026
Date of Next Review	September 2027
Staff Responsible	SENDCo
Reference	Staff shared area/policies/JLW
School/Governor Policy	Governor – Statutory

Our vision and Values

Severn Vale School is an Academy which provides an inclusive secondary education for students aged 11-16, and delivers strong student outcomes through high quality teaching and outstanding pastoral support. All students with SEND are valued, respected and equal members of the school. We pride ourselves on our offer to students to ensure that outcomes and needs are met.

Our staff believe that every student can achieve their potential regardless of any identified barriers to learning. Our dedicated staff provide a high level of adaptive teaching 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 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 following the Graduated Pathway Approach.
- 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 and to prepare them for adulthood.
- 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

This policy takes account of:

The statutory Special Educational Needs and Disability (SEND) Code of Practice
The Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
The Equality Act 2010 which sets out the school's duties to make reasonable adjustments

Definition of Special Educational Needs and Disability

In line with the SEND Code of Practice (2015), a 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 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:

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 difficulties

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.

Sensory and/or physical needs:

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
- physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

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 other than special schools, in the area.

Key staff

SENDCo - Julie Williamson: jwilliamson@severnvaleschool.com

Mrs Williamson is a qualified teacher with responsibility for SEND and is the school SENDCo. She holds the National SENDCo award (NASENCO). Mrs Williamson is also the Designated Teacher for Children in Care. Mrs Williamson is Assistant Headteacher - SENDCo

Deputy SENDCo - Louise Watkins: lwatkins@severnvaleschool.com

Mrs Watkins is a qualified teacher and teaches within the Science department.

SLT with overall responsibilities for SEND - Richard Johnson: rjohnson@severnvaleschool.com

The Headteacher

Mr 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 funding and maintain a general oversight of the school's work. The Governors CFC Committee will monitor the school's SEND provision.

The SENDCo

The SENDCO has responsibility for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision using the Graduated Approach for children with SEND.
- Working with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Advising on the graduated approach to providing SEND support
- 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.
- Work closely to identify student needs undertaking observations, tests and supporting diagnostic assessments, where appropriate, for students who have been identified as having a possible learning need.
- Work with the exams lead on examination access arrangements in line with examination board regulations and JCQ guidance.

Teaching staff

Teachers are responsible for the progress of all students in their classes including those with special educational needs. They deliver quality first and adaptive teaching 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.

Accessibility 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

The SEND Team works closely with our partner primary schools. 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 and continue to follow the Graduated Pathway.

All students are assessed on entry to the school through the administration of Cognitive Ability Tests (CATs) and the New Group Reading Test (NGRT) as well as core tests of ability in English and Maths. Further, in-depth assessments may be carried out if required. Some assessments may take up to 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:

- primary to secondary transition by liaising with Year 6 teachers and primary SENDCos or, for mid-year entry, from the child's previous school

- reports prepared by professionals
- assessments undertaken as part of the school's ongoing assessment process
- observations made by teachers, pastoral team or SEND staff in the classroom or at social times
- ~~a~~ssessments 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 and ultimately the decision to award and amend an EHCP lies with the local authority.

Severn Vale uses the four broad categories of need as outlined in The Code of Practice (2015) in identifying areas of SEND. Most students with SEND may have their needs met through Quality First/Adaptive Teaching. Some SEND students may need targeted support in the form of time-limited interventions. A few students, usually those with EHCPs or high needs IHCPs, will require more bespoke interventions.

The SEND Register

The SEND (Special Educational Needs and Disability) register is a list of pupils who are receiving additional teaching or support alongside their everyday classroom teaching. The list is fluid and children can be added and removed as appropriate according to the guidance outlined in the SEND Code of Practice.

The SEND register is an internal record to help the SENDCo make sure all the pupils who need extra support get it. A diagnosis of a SEND need does not necessarily mean that a child needs provision that is in addition or different from their peers. Students are placed on the SEND register when they require support that is "additional to" or "different from" the standard curriculum, often due to learning difficulties, communication and interaction needs, social, emotional and mental health or sensory/physical needs. Placement occurs when expected progress is not met despite high-quality teaching, usually initiated through a graduated approach of "assess, plan, do, review.

If a child is on the SEND register they will:

- be receiving extra support at school as part of their My Plan, My Plan+, EHCP
- be receiving support above quality first / adaptive teaching
- be assigned a year group Pastoral Mentor
- have a diagnosed need that requires reasonable adjustments
- have an identified need that is under investigation by professionals
- have a disability that requires additional support by the SEND team
- be working with the attendance team as an Emotionally Based School Avoidance student
- be seeing an external professional / provider for SEMH needs (e.g.CAMHS)
- be under GHES (Gloucestershire Hospital Education Service)

A short-term intervention does not automatically mean a student has SEN, as the support may be a temporary booster to address a specific gap/need that is part of our universal offer. If after the intervention it is deemed that further input/investigation is required, the student will be added to the SEND register.

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.



Assess 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 Learning partners 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 Partners 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 and 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 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 preparing students for adulthood
- Remove or make reasonable adjustments for the barriers to learning and assessment
- Monitor and report on the learning of their students
- Raise any learning concerns following the Graduated Pathway Approach with the SENDCo or Pastoral team for students in their classes
- Be familiar with and action any appropriate information on: My profiles, My plans, My plan+, EHCPs and/or IHPs
- 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

Where appropriate, students identified in the transition process as entering Severn Vale working significantly below age related expectations, will be placed in a specific teaching set from point of entry. These students will still access the same range of subjects as their peers. The depth of the curriculum in certain subjects will be modified. This will allow for a range of interventions in literacy, numeracy and social and study skills to be delivered within the curriculum time for these subjects.

This curriculum model will run throughout KS3. The progress of students will be closely monitored and where possible, students will be able to move out of this group.

Enhanced Provision

Students that struggle to access the curriculum within the classroom, despite intervention, adult support, scaffolding and adaptive teaching, may access our bungalow provision. Students accessing this provision will follow bespoke timetables. For some this will be a hybrid timetable of bungalow and main school lessons, whilst for others it may be solely based in the bungalow. Timetables are built upon individual student needs, enabling them to access learning and supporting their SEMH needs.

Alternative Provision

Some students will need additional provision from an external provider to enable them to make progress with their educational and SEMH needs. In this instance, the school SENDCo, Headteacher, parents/carers of the child and other agencies involved in the child's care and education, will decide which alternative provision provider is best suited to the child and their individual needs. In most cases, these students will have an EHCP and specialist provision will be being sought or have been awarded and the student in awaiting a place.

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 the SENDCo and monitored by the Governors' Children, Families and Community Committee.

Links to other Policies

- Admissions
- Attendance
- Behaviour
- Careers Education Information and Guidance
- Complaints
- Equal Opportunities
- Exams
- Health and Safety
- Laptop Policy
- Safeguarding and Child Protection
- Supporting Pupils with Medical Conditions