



Special Education Needs and Disability (SEND) Policy

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Full Governing Body	

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Approval by	Governing Body to determine

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Agreed to publish on school website	Yes

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Assistant Headteacher Inclusion (AD)	7 September 2017	0.1	Draft policy for SVF based on approved ACHS/WMS/SSMS policies
Changed by	Revision Date		
Assistant Headteacher Inclusion (AD)	21 September 2017	1.0	Final approved version
Business Manager (BW)	12 April 2018	1.1	Updated to reflect new SENDCo details
Business Manager (BW) ACHS SENDCo (AMR) WMS SENDCo (PL)	1 March 2019	1.2	Appendix 2 (Moving from the old to the new system) deleted as new system now in place; minor updates to terminology and formatting
Business Manager (BW)	14 March 2019	2.0	Final approved version for publication
Business Manager (BW)	13 February 2020	2.1	Updated to reflect new SENDCo details
Business Manager (BW)	24 February 2020	3.0	Final approved version for publication
ACHS SENDCo (KL) WMS SENDCo (JT) SSMS SENDCo (JE)	1 March 2021	3.1	Full review including updated SENDCo details for ACHS
Assistant Headteacher SEND ACHS/WMS (KL) ACHS SENDCo (DL) WMS SENDCo (JT) SSMS SENDCo (JE)	6 October 2021	3.2	Full review including updated SENDCo details for ACHS
Business Manager (BW)	18 October 2021	4.0	Final approved version for publication

1 Overview

1.1 Within the Seaton Valley Federation, we believe that:

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff to accept and embrace this.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND who are also supported by specialist staff.
- Class teachers are engaged in Quality First Teaching to ensure the inclusion and progress of students in their lessons.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided through pupil profiles and SEN Support Plans created in conjunction with students, parents and relevant staff.
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

1.2 This policy was developed by the Senior Leadership Team, and shared with stakeholders, including parents and families. The policy reflects the SEN and disability code of practice 0-25 years and relevant updates.

1.3 Within the Seaton Valley Federation, the Special Education Needs and Disability Coordinators (SENDCos) are as follows:

- Astley Community High School: Mrs Danie Liddle
- Whytrig Middle School: Ms Jenn Thompson
- Seaton Sluice Middle School: Mr Joe Elliott

1.4 In accordance with the requirements of Clause 64, Children and Families Bill 2014, they have obtained or are working towards the National Award in SEN Leadership (Level 7), a specialist qualification within the areas of special needs and inclusion.

2 Introduction

2.1 The federation promotes high standards, and all pupils are offered inclusive teaching regardless of their particular level of need, which enables them to make the best possible progress and develop as valued members of our school community.

2.2 We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems and sensory or physical needs. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

3 Compliance

3.1 This policy complies with the statutory requirement laid out in the SEN and disability code of practice 0-25 years and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Supporting pupils at school with medical conditions (April 2014)
- the federation's Child Protection Policy
- Accessibility Plans for each school
- Teachers' Standards 2012

3.2 The main changes from the SEN Code of Practice (2001) are that the SEN and disability code of practice 0-25 years:

- now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- focuses on the participation of parents, Children and Young People (CYP) in decision making
- focuses on high aspirations and improving outcomes for children
- gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- gives guidance on publishing the 'Local Offer' for support
- gives guidance for education on a Graduated Approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- replaces statements and Learning Difficulty Assessments (LDAs) with a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC Plan) for children with more complex needs
- has a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

4 Definition of 'SEND'

4.1 The SEN and Disability Code of Practice 0-25 years states:

- A child or young person has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

4.2 The definition of disability in the Equality Act (2010) is children with "a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities". This includes children with sensory impairments as well as long-term health conditions.

4.3 The Act also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

5 Broad areas of need

5.1 There are four broad areas of need:

- communication and interaction

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

5.2 When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

5.3 All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated. When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Each school's SEND Information Report provides further information.

6 Identification of 'SEND'

6.1 A key principle under the Code Of Practice is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behavior difficulties. The Code states that "early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".

6.2 Some children arrive at our schools with identified SEND, in which case the SENDCo will liaise with the previous school or setting to ensure there is a smooth transition and continuity of provision.

6.3 If, during a child's time at our schools, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, the child may be identified as having SEND and appropriate provision will be made.

6.4 If parents have any concerns about their child they should contact the appropriate Year or Key Stage Leader in the first instance. Alternatively, they may make an appointment to see the SENDCo or the Head of School.

6.5 Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

7 SEND provision

7.1 Where a child is identified as having SEND, we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

7.2 A Pupil Profile is then written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at

least termly. Parents are invited to discuss this plan, their child's progress and the support and targets with subject teachers, Student Progress Leaders and the SENDCo. Appointments can be made via the school office.

7.3 We adopt a graduated approach with four stages of action:

- **Assess** - in identifying a child as needing SEND support, the subject teacher, working with the SENDCo, the child (if appropriate), and the child's parents, carry out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available information (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- **Plan** - where it is decided to provide additional/SEND support, and having formally notified the parents, the practitioner/teacher and the SENDCo agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **Do** - the class or subject teacher remains responsible for working with the child on a daily basis. With support from the SENDCo, they oversee the implementation of the interventions or programmes agreed as part of additional/SEND support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCo should support the practitioner/teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - the effectiveness, impact and quality of the support/interventions is reviewed, in line with the agreed date, by the practitioner/teacher and SENDCo, taking into account the child's parents and the child's views. This should feed back into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

7.4 This cycle of action is revisited. At agreed times parents are engaged with the setting of targets, offering insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate), the parent and the school.

8 The federation's graduated approach to SEND

Level 1: Quality First Teaching (QFT)

8.1 Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated class work. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewing.

Level 2: Additional School Intervention

- 8.2 Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage children from other agencies may be sought.

Level 3: High Need

- 8.3 Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENDCo and subject teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the local authority (now known as a Consideration of Statutory Assessment, or COSA). Parents can also request a COSA via the local authority.

9 Education, Health and Care Plans

- 9.1 From 1 September 2014, Statements of Special Educational Need (SEN) were replaced by Education, Health and Care (EHC) Plans. The new EHC Plan gives the same statutory protection, but now covers from birth to age 25 and extends the rights to young people in further education and training, including apprenticeships, who currently have a Learning Disability Assessment (LDA).
- 9.2 All new requests, from 1 September 2014 onwards, have been undertaken as EHC Plan needs assessments.

10 Home/school partnership

- 10.1 The federation recognises that parents know their children best. Parents are always welcome to discuss their child, and their views are respected and concerns taken into consideration at all stages of the SEND procedure.
- 10.2 All parents and /or carers are invited to meet with their child's subject teachers and form tutor throughout the academic year as well as receiving termly tracking reports.
- 10.3 Parents of children identified as having SEND are also invited to a consultation once a term at which their child's progress, Pupil Profile detailing the additional support, interventions and targets are discussed and agreed.
- 10.4 Additional opportunities for parents to attend workshops and curriculum events will be provided where possible.

11 Pupil views

- 11.1 Children's views matter to us.

11.2 All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

11.3 For their annual review, children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the inclusion team.

12 SENDCos

12.1 In order to ensure the most effective SEND provision, the SENDCos have the following procedures in place:

- regular meetings with the Senior Leadership Team
- meetings with Janet Golightly, the Governor responsible for SEND
- weekly meetings with the pastoral team to discuss children on the SEND register and their provision, as well as further meetings and discussion as required
- pupil progress meetings
- regular meetings with the Teaching and Learning Assistants

13 Staff development

13.1 The federation is committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with SEND. All SEND support staff attend regular training throughout the year to update and increase their knowledge and skills.

14 Complaints

14.1 If you feel that your child's SEND is not being met by the federation, please make an appointment to come in and discuss the matter with a member of the SEND team in order that any issues may be addressed.

14.2 If you are not happy with the outcome of this meeting, please contact the SENDCo who will arrange a further meeting and identify a way forward.

14.3 If you are still not happy, please follow the federation's Complaints Procedure and contact the relevant Head of School.

Appendix: Broad areas of need (from SEN and disability code of practice: 0-25 years)

Communication and interaction

6.28 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.

6.29 Children and young people with ASD 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

6.30 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.

6.31 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

6.32 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 Hyperactivity Disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

6.34 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 multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. 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.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.