

Top Valley Academy

SEND Policy

Approved by Governing Body 23 June 2015

Top Valley Academy
SEND Policy

This policy accepts the definition of Special Educational Needs & Disability (SEND) as set out in the SEND Code of Practice (COP) 2:1 p.5

The Special Needs Policy takes careful account of the Education Act 1996, the Code of Practice 2014, the Special Educational Needs and Disability Act 2001, the Equality Act 2010, the policy of the Local Authority and the aims of the Academy as outlined in Academy documentation. New terminology outlined in the SEND Code of Practice 2014 is reflected alongside current terminology.

Aims and Objectives

1.1 The Local Governing Board (LGB) and all staff aim to secure the most appropriate provision for any pupil who has special educational needs and ensure that, where there is evidence that the pupil has significant needs; those needs will be made known to all who are likely to teach him or her.

1.2 The staff and governors in the Academy are aware of the importance of identifying and providing for those pupils who have special educational needs.

1.3 The Headteacher, staff and governors will draw up and report annually to parents on the policy for pupils with special educational needs.

1.4 The staff will ensure that pupils with special educational needs and disability (SEND) join in the activities of the Academy together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision and the efficient education of other children in the Academy.

Designated Teacher

1.1 Mrs Abigail Hawkins is the SENCO, responsible for the day to day provision of education for pupils with special educational needs in liaison with the Deputy Headteacher who holds overall responsibility for SEND provision.

THE MANAGEMENT OF SEN

The SEN Coordinator has the responsibility for the day-to-day operation of the SEN policy.

The SEN Co-ordinator will:

a) Oversee the running of the provision for pupils with special educational needs including general class, small group and individual pupils support.

b) Organise and manage the work of the school's SEN Teaching Assistants.

c) Maintain the Academy's Special Needs Register and all required documentation.

d) Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.

e) Liaise with teachers, parents and external agencies.

f) Ensure annual reviews are completed for pupils with Education, Health and Care (EHC) plans (sometimes referred to as a Statement of Special Educational Needs).

g) Organise meetings as appropriate with designated teachers at regular intervals in respect of special needs issues.

h) Regularly review and monitor SEN provision within the Academy.

i) Monitor access to and participation in extra-curricular activities of SEND pupils.

j) Take part in formal meetings with external agencies regarding individual pupils to be assessed.

k) Advise on a graduated approach to providing additional SEN support.

l) Liaise with relevant pastoral staff and in-school Multi-Agency Team regarding pupils on the SEN register

m) Liaise with class teachers/subject departments/ and other relevant staff to ensure the needs of pupils with special educational needs are met throughout all the subjects of the curriculum.

n) Liaise with the Strategy Manager for Estates to ensure the needs of disabled pupils and site accessibility.

o) Ensure the Academy meets its responsibilities as outlined in the Equality Act 2010 with regards to reasonable adjustments of access arrangements.

p) In line with the Academy's continuing professional development programme/policy, provide access to in-service training to meet the needs of the Academy and individual members of staff in regard to providing effectively for pupils with SEND

q) Report on a regular basis to the designated SEND governor and produce an annual report to the LGB on provision and outcomes of pupils identified as SEND.

Principles

All children have skills, talents and abilities and as an Academy we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.

- Pupils who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum; this may need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

- Pupils should have programmes designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

In addition, we will uphold the Academy core values of pride, opportunity respect and belief; actively promote British Values and operate within the objectives as set out in SMSC

With regard to these beliefs, the following document outlines the provision Top Valley Academy endeavours to achieve.

ADMISSION ARRANGEMENTS

The Academy adheres to the admission policy of the Local Authority and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with special educational needs who are without statements. It does, however, endeavour to provide additional support for pupils with a range of special educational needs.

SEN SPECIALISMS

The Academy does not have an SEN specialism but accommodates pupils with a variety of difficulties.

ACCESS FOR THE DISABLED

The Academy has appropriate access for disabled pupils including a lift and disabled toilets. Further information can be found in the Academy's Disability Access Policy.

ANALYSIS OF BEST VALUE

The SENCO and the Academy management team use both quantitative and qualitative analysis in the evaluation of SEN provision. The following criteria are used to establish best value:

- Pupils on the SEN register having made varying degrees of progress according to records
- Annual reading and diagnostic assessments demonstrate an individual's progress
- Comparative data from Cognitive Ability Tests (CATs) are used as guidelines for assessing pupils' abilities in working to their full potential
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with special educational needs
- Monitoring of SEND provision via a range of proformas to gather information on pupils, staffing and systems in place.

FUTURE PLANNING

Future planning on SEND takes place in accordance with:

- On-going evaluation of best value
- Annual SEND budget allowance and any additional specific funding that may be allocated
- On-going DFE and /or government directives that may apply in the future

IDENTIFICATION, ASSESSMENT, RECORD-KEEPING AND REVIEW

SEN Support (sometimes referred to as School Action/School Action Plus)

Identification

The identification would be with regard to the information as outlined in the Code of Practice: 'The triggers for any intervention could be the teachers or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities in a number of possible ways:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum."

The gathering of information in respect of identifying the pupil's special educational needs may be via:

1. Liaison with teachers.
2. Liaison with feeder school provision
3. Liaison with parents by parents' meetings and individual contact: Academy-parent/parent-Academy
4. Liaison with external agencies where pupils may have been known to their service.
5. A review of progress once a term (this may be an internal review).

Assessment of Needs

1. Information from feeder school initially.
2. Whole Academy assessments, reading tests or CATs.
3. SEND screening tests.

4. Diagnostic assessment of individuals highlighted from the above three areas.

5. Class teacher/subject area comments and analysis of progress registered through:

    a. Class teacher/departmental targets

    b. Class teacher/departmental on going marking/assessment

    c. Pupils reviews

    d. Pupil reports

6. Pupils referred by class/subject teachers as giving cause for concern and therefore meriting assessment and possible inclusion on the SEND register.

7. Regular and ongoing collection of pupil data (e.g academic progress, effort, attendance and behaviour (including sanctions and exclusions)

8. On-going assessment, review and record-keeping of pupils in line with the Academy's organisation of the Code of Practice.

Process for Action, Record Keeping and Review

1. Upon referral to the SENCO, an assessment of the pupils is undertaken to identify the nature of the need and severity

2. Appropriate information is gathered from staff teaching the pupil, the tutor and any other teacher or member of staff who is deemed to have a valuable input

3. Discussion takes place with parents to gather appropriate/relevant information on the child

4. **Plan**:
   From the collated information, the SENCO discusses the child's needs with the child and parents and, where appropriate, upon agreement, issues an SEND intervention plan to the staff, parents and child. The support to be provided for the child will be indicated on the plan. (Where there is deemed to be no SEND, the child will continue to be monitored by the class/subject teachers/tutors.)

5. **Review/evaluation:**
   SENCO collects information from pupil's reports and requests staff comments, collates information, discusses it with the pupil and parents. Either the next plan is formulated or it is agreed to remove the pupil from the SEN register.

6. SENCO issues a new plan and either

    a. Reverts to 5 above as part of a continuous cycle or

    b. Proceeds to 7 and seeks advice from external agencies.

7. Advice in the Academy:
   The Academy seeks advice from external agencies in respect of the nature of the

SEND and appropriate resourcing/possible action to be taken as part of SEN Support. Revert to 5 using information gleaned in continuation of process.

8. Many plans at School Action merit the inclusion of a pupil within a group of similar pupils with like needs, rather than an individual plan. This is referred to in the Academy as our provision map.

Education, Health and Care (EHC) Assessments and Plans (sometimes referred to as Statutory Assessment/Statement of Special Educational Need).

Identification

As outlined in the Code of Practice, "Where a request for statutory assessment is made by a school/Academy to a LA (or other Statementing Authority), the child will have demonstrated significant cause for concern." The Academy will provide evidence from:

- The school's action through SEN Support.
- SEND records for the pupil.
- Records of reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum levels.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals.
- Any involvement by Social Care, Education Welfare or other services associated with the Academy.

Process for Action, Record-Keeping and Review

1. On receipt of a EHC plan from the Local Authority, the SENCO will formulate an action plan of support/provision.

2. Plan:
   From collated information and advice from external agencies, the SENCO discusses the child's needs with the child and parent and issues SEN intervention plan No.1 at EHC level to staff, parents and child. The support to be provided is indicated and set within short-term targets. Where the LA does not issue a statement the child reverts to SEN Support.

3. Review/evaluation
   Interim reviews: SENCO collects information from pupil's reports and requests staff comments, collates the information, discusses with the pupil and parents. Either:

a. Next IEP formulated to continue next review or

b. Annual review initiated early.

4. Annual Review:
   SENCO collects information from staff, parents, child and outside agencies and collates the information prior to the annual review. At the annual review, progress is discussed and either:

   a. Maintain the EHC plan and revert to 2, a continuation of process within the school setting

   b. Request an amendment to the statement

   c. Request ceasing the statement and revert back to SEN Support.

5. For some pupils additional funding may be sought in order to meet the aims of the SEN intervention plan or this may be met through the delegation of the personal budget.

ACCESS TO THE CURRICULUM

To accommodate pupils who are designated as having special educational needs, the Academy provides:

- One specialist teacher (SENCO) and dedicated Teaching Assistants to provide support enabling appropriate access to the curriculum via in-class, small group and individual support.
- Individual teaching programmes designed to meet the needs of each particular child.
- Individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests.)
- Specialist equipment.

The Academy aims to include all pupils with special needs into all the activities of the Academy as far as is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents and pupils will be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

EVALUATING SUCCESS

SEN Records

The Academy SEND records will collate and record the Academy's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils is maintained in the Academy:

Special Needs Register.

Description and nature of pupil's difficulty.

Strategies to be adopted.

SEND Plans.

Plan evaluations.

Reviews.

Reports from outside agencies.

Monitoring of Provision

The following information is available within the Academy in respect of the effectiveness of the support available for pupils with identified special educational needs. It is gathered from monitoring and evaluation via observations of:

- Whole class/group teaching.
- Small group/individual teaching.
- In-class support.
- Use of differentiated teaching/resources/specialist equipment.
- Practical use of SEND plans.
- Target setting.
- Pupil progress.

Value Added

The notion of 'adding value to the achievement and progress of all pupils is an important principle to the Academy and is monitored in relation to assessments and results in the following ways:

i) Examinations/tests, both Academy based and external

ii) Standardised assessments

iii) Academy's award schemes

iv) Extracurricular activities

v) Non-credit bearing qualifications

vi) Work experience success and the destinations at the end of the pupil's Academy career.

This information provides a valuable insight into the progress of pupils with special educational needs.

The Role of the Governors

The governor with responsibility for SEND provides regular reports to the whole governing body based on observations and evidence gained from a regular programme of visits and meeting.

The whole governing body has a responsibility to produce an annual report which will state the number of pupils with special educational needs in the school and comment on the school's effectiveness in the implementation of the SEND policy in respect of:

i) Identification of needs

ii) Notification to parents of a child who is deemed to have special educational needs

iii) Assessment of need

iv) Provision for meeting special educational needs

v) Provision of an inclusive environment for all

vi) Methods of monitoring, recording and reporting

vii) SEN funding and spending

viii) Deployment of equipment, personnel and resources

ix) The use made by school of the outside agencies and support services

x) SEN as an integral part of the Academy development plan.

PARENT PARTNERSHIP

Contact with Parents

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the Academy. The process for contact with parents in respect of pupils who have special educational needs will be:

1. SENCO to meet with parents to discuss pupil's placement at Additional SEN Support.
2. Part of the cycle of reviews to take place at scheduled parents' evenings.
3. SENCO to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over pupil progress.

4. SENCO to meet with parents where a request for formal assessment (EHC) is to be made.

5. In addition to the reviews/parents' evenings, those parents who have a child with an EHC plan will be invited to an annual review meeting.

Further to this, the SEND team operates an open-door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time in the Academy year. In addition, parents and carers are encouraged to participate in the weekly SEN coffee mornings.

[The Academy will seek to engage the services of a translator where requested by parents or deemed necessary by the SENCO to ensure partnership in developing strategies to help an individual pupil where language may be a significant barrier]

The Academy encourages parents of pupils with SEND to make contact with our local Parent Partnership Group for impartial advice.

QUERIES AND COMPLAINTS

Parents are partners with the Academy and are welcome to query decisions made by the Academy through the Academy's designated channels as laid down in the Academy documentation and protocols

If on pursuing complaints the parents are not wholly satisfied with the response of the Academy they may wish to seek further advice/assistance from the LA. If at this point they do not agree with the Academy's and LA's decision, they have a right to appeal to the authority's SEN Tribunal.

IN-SERVICE TRAINING

In-service training is available in respect of SEN for the whole Academy, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the Academy's Professional Development Policy. It will be delivered by one of the following:

- SENCO
- Individual members of staff within the Academy who have a designated specialism
- External support services (including LA where appropriate)
- External consultants/trainers

A record of SEN training delivered and subsequent evaluations will be kept by the SENCO.

EXTERNAL AGENICES/FACILITIES AND SUPPORT SERVICES

The Academy works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the

Academy are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to or involved with the Academy:

- Child psychology/educational psychology
- Sensory and physical impairment support
- Emotional and behaviour support
- Home-Academy tuition
- Education welfare service
- Social care
- Health services/Academy nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Connexions Service
- NSPCC
- Counselling
- Inclusive Education Services
- Academy/peer support
- Curriculum support service

LINKS WITH OTHER ACADEMIES/SCHOOL

Our Feeder Schools are a critical and supportive contact. Liaison takes place via either the Headteacher, Deputy Headteacher or SENCO of the feeder school with the SENCO at Top Valley Academy. An induction programme for years 5 and 6 pupils coming to the Academy operates in order to establish a welcoming environment. For some vulnerable pupils a more specific and comprehensive transition package is individually negotiated, which may include additional transition visits during the summer term.

Liaison with the Academy during this phase takes place via the SENCO who is involved in extensive two-way information sharing to ensure adequate information is available regarding any individual pupils and their particular needs.

Our links allow us to:

- Share teaching and learning experiences
- Exchange visits
- Share staff expertise and resources

APPENDIX 1

Inclusion Policy Relating to the:

Code of Practice for Academies/schools

Disability Discrimination Act 1995: Part 4

New duties came into effect in September 2002, extending the Disability Discrimination Act 1995 to cover every aspect of education. The duties made it unlawful to discriminate, without justification, against disabled pupils and prospective pupils, in all aspects of Academy life. Whenever possible, disabled people should have the same opportunities as non-disabled people in their access to education.

Top Valley Academy recognises these duties and that there are three main sources of support available to disabled pupils in Academy.

- **The disability discrimination duties** (provide protection for disabled pupils by preventing discrimination against them at Academy on the grounds of disability).
- **The planning duties** (planned improvements in access for disabled pupils)
- Improvements in access to the curriculum
- Physical improvements to increase access to education and associated services
- Improvements in the provision of information in a range of formats for disabled pupils
- **The Special Educational Needs (SEND) Framework**

Disabled pupils and disabled parents are covered by the duties in the Act. The Academy Board of Governors is the body that has responsibility under the duties and is referred to as the 'responsible body'.

Every aspect of academy life at Top Valley Academy is covered by the duties. The responsible body does not discriminate in relation to:

- **Admission**, by refusing admissions on the grounds of disability
- **Education and associated services** – education and associated services is a broad item which covers all aspects of Academy life.
- **Excluding a pupil** for a reason related to the pupil's disability, if it was less than favourable treatment.

Top Valley Academy will make **reasonable adjustments** and will take such steps as it is reasonable to ensure that disabled pupils and **prospective disabled pupils** are not placed at a substantial disadvantage in comparison with those who are not disabled.

It will provide auxiliary aids or services within the restraints of the budget to ensure that disabled pupils are not at a substantial disadvantage and will assume the involvement of disabled pupils. Any relevant factors will be explored and balanced. Top Valley Academy

will make anticipatory adjustments. The potential for a substantial disadvantage will trigger a consideration of what reasonable steps might need to be taken.

The responsible body will also have to be aware if Top Valley Academy treats a pupil less favourably. It is not discrimination if, at the time, it did not know and could not reasonably have been expected to know that the pupil is disabled, due to the lack of knowledge of the pupil's disability. A pupil can request confidentiality.

The Special Educational Needs and Disability Tribunal (SENDIST)

A parent may make a claim on behalf of their child up to age 16. Pupils over the age of 16 (if they have legal capacity) may bring claims in their own right.

As of September 2013, parents must contact an independent mediator before appealing to the SENDIST.

SENDIST will hear most claims of unlawful discrimination in admissions, exclusions and in education and associated services in Academies.

Parents must make a claim of unlawful discrimination to SENDIST within six months from when the alleged discrimination took place.

Top Valley Academy will keep its policies, practices and procedures under continuous review.

Approved by Governing Body on 23 June 2015

To be reviewed by the Headteacher and Governing Body Annually