



Viewley Hill Academy

SEND Policy

Approved by the Governors of Viewley Hill Academy on:

Date	Amendment	Signed
21.1.15	Fully revised policy to reflect updated SEND Code of Practice.	R Clarke SENCo

Viewley Hill Academy SEND Policy 2014

This policy is written in compliance with the SEND Code of Practice 0 -25 (Sept. 2014).

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have 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 schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

Responsibility of Co-ordinating SEND Provision

- The person responsible for overseeing the provision for children with SEND is Mrs. Helen Malbon (Headteacher).
- The person with responsibility for the day to day provision for children with SEND is Mrs. Ruth Clarke (SENCo).

If you wish to speak to Mrs. Clarke regarding the provision provided for children with SEND, please ring the school office on (01642) 591053 to arrange an appointment.

Arrangements for the Co-ordination of SEND Provision

The SENCo will hold details of all SEND records for individual pupils.

All staff will be able to access:

- The Viewley Hill Academy SEND Policy
- A copy of the full SEND register
- Guidance on the identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including specialist reports and provision maps
- Practical advice, teaching strategies and information about the types of special educational needs and disabilities
- Information available through Middlesbrough's SEND Local Offer

This allows every staff member to have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid effective co-ordination of the school's SEND provision.

Philosophy:

At Viewley Hill we believe:

- That pupils with SEND are the shared responsibility of all the staff.
- That pupils with SEND are entitled to a broad, balanced and relevant curriculum that is differentiated to ensure maximum progress.
- That all children will have equal opportunities to develop intellectually, spiritually, socially, physically and culturally, participating as fully as possible in all aspects of the curriculum of the Academy.
- That there should be a flexible and staged process for the provision for meeting SEND. This system will follow the guidelines specified in the Code of Practice.
- That children with SEND should have appropriate resources to meet their needs.
- That all teaching and non-teaching staff should have maximum awareness of Special Educational Needs and have the opportunity to develop professional skills.
- That parents are involved as equal partners in the education of their children. This partnership of home and Academy is very important for all children as it emphasises to the child that we are all working together for his or her benefit.
- That children themselves should have the opportunity to reflect on their progress and, through discussion with staff, be able to offer input into their next achievable but challenging target.

Principles:

- **Staff members seek to identify the needs of children with SEND as early as possible.** The most effective way to do this is by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** to aid the identification of pupils with SEND. Continuous monitoring of pupils with SEND by their teachers will help them to ensure they reach their full potential. The SENCo will also monitor half termly data to ensure SEND children are making at least expected progress.
- **Make appropriate provision to overcome all barriers to learning and ensure all pupils with SEND have full access to the National Curriculum.** All pupils will be encouraged to participate in Academy activities regardless of abilities. All in-class support strategies will be explored as fully as possible before further action is taken. Class teachers will gather information and increase differentiation within a pupil's normal classroom work. All pupils with SEND will be recorded in the SEND register at the appropriate level of intervention (School Support or Statement/EHCP) according to the Code of Practice 2014. The SENCo and Headteacher will carefully monitor and review the provision children are receiving to ensure that all pupils' needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child and involve them in all stages of their child's education. Their knowledge and opinions should be utilised in assessing and meeting the needs of their child. Parents/carers will be given the opportunity and guidance to make decisions about the support their child receives and to give complementary home support. Parents/carers will be supported in understanding the SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when pupils' needs cannot be met by the school alone. Some of these include: Learning and Language Support, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Children and Adolescence Mental Health Service (CAMHS).

- **Create a school environment where pupils can contribute to their own learning.** Pupils are encouraged to voice their opinions of their own needs. Pupil participation in school is encouraged through wider activities such as school council, sports teams and playground buddies.
- **Ensure all staff have knowledge and understanding of SEND.** Staff will have opportunities to increase individual skills and awareness of SEND through INSET, access to outside agencies and relevant professionals.

Identification of pupils' needs

See the definition of Special Educational Needs at the start of the policy. Staff will have access to the guidance on the identification of SEND in the Code of Practice 2014 to help them make decisions about a pupil's needs.

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed at Pupil Progress meetings and SEND meetings .

We also identify SEN needs through;

- information directly given by parents
- data gathered from in school assessments
- recommendations from other professionals; Health and Social Care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Levels of identification of SEN need

<i>Level</i>	<i>Triggers</i>	<i>Process</i>
Monitor	<p>If a child has been identified by the Class teacher and/or key stage team as failing to make progress they will monitor the child.</p> <p>Discussions will be held at Pupil Progress meetings and SEND meetings.</p>	<ul style="list-style-type: none"> • Areas of difficulty will be established • Some strategies and differentiation of the curriculum will be initiated • Wave 1 interventions
SEN Support	<p>After a period of monitoring and even when teaching approaches are particularly targeted, if a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working at curriculum levels substantially below that expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • has on-going communication or interaction difficulties which 	<ul style="list-style-type: none"> • Specific targeted support will be initiated • Further assessments may be arranged • Referral to outside agencies e.g Educational Psychologist • Wave 2 interventions

	cause substantial barriers to learning then, in discussion with parents, they may be placed on the SEN register.	
EHCP	<p>If a child;</p> <ul style="list-style-type: none"> continues to make little or no progress in relation to specific targets, continues to work at curriculum levels substantially below that expected requires specialist equipment or regular specialist support <p>It may be decided, in discussion with parents and multi-agency meetings that there is a need to apply for EHCP.</p>	<ul style="list-style-type: none"> Plan and track targets Work with support services Work with parents Wave 3 interventions

Pupils with a medical need which does not affect their learning will be monitored on the SEND register.

Children with Education Health Care Plans

Where the SENCo makes a referral for EHCP to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to. [See EHCP Pathway Appendix 2]

Monitoring

The SENCo evaluates the school's SEN provision annually. Regular meetings are held between the SENCo, Head Teacher and staff. The Designated Governor is kept informed about SEN developments at governors meetings and on visits to the school.

The SENCo is given release time each week.

Intervention strategies to support children with SEN

<p>WAVE 1 Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.</p>	<p>In-class support with TA Small group maths and English support</p>
<p>Wave 2 Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.</p>	<p>Nessy Springboard for Maths Inference Training Write Away Together BLAST Tedesco</p>
<p>Wave 3</p>	<p>Outreach Support eg The Bungalow CAMHS</p>

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.	Play Therapy Educational Psychologist Hearing/ Visual Services Overfields Speech and Language Pupil Unit Occupational Therapy 1:1 support
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External Support Agencies

When children require additional support, the SENCo may also seek advice from other professionals. These include;

- Educational Psychologist
- SEN Support Team
- Speech and Language Team
- Outreach support from other schools
- Counselling support services
- School Nurse
- Hearing/Visual services
- Physiotherapy/OT

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

Supporting pupils with medical conditions

Viewley Hill Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case school will comply with its duties under the Equality Act 2010. Where medical needs do affect learning, the child's name will be placed on the SEN register.

Supporting pupils with disabilities

Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the Curriculum and assessment arrangements.

English as an additional language (EAL)

Children with limited English do not necessarily have SEN. If a child is experiencing difficulties which appear to be more than language based, then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Training

The SENCo will keep staff updated on any changes concerning SEN and encourage personal development in this field.

As part of the Middlesbrough Schools Teaching Alliance, Viewley Hill Academy continues to be part of the SEN Network, having access to training and support from schools in the alliance. The Academy also works with The Discovery Alliance, which has its own SEN networking group.

Partnership with parents

The school will endeavour to;

- Provide clear and accurate information about the child's SEN and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with SENCo so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Inform parents before involving outside agencies for additional advice or assessments

Arrangements for considering complaints about SEN provision within school

Should parents be unhappy with any aspect of SEN provision for their child at Viewley Hill Academy, they must discuss their concerns with the school. This will be with the child's class teacher in the first instance, with whom any issues should be managed. If this does not resolve the problem or allay concern, the problem should be brought to a member of the leadership team, who will, where necessary, bring concerns to the attention of the Headteacher. In the unlikely event of this not resolving the issue, the parents must make a formal complaint using the Viewley Hill Academy Complaints Procedure.

Policy Review

Policy will be reviewed annually and discussed with SLT and Governors.

EDUCATION HEALTH & CARE PLAN [EHCP] PATHWAY

