



SEND Policy

Date	Amendment	Approval
21.1.15	Fully revised policy to reflect updated SEND Code of Practice.	FGB
18.11.16	Sections added: broad areas of need; moving on; looked after children; cause for concern	FGB
17.11.17	Sections added: external provision Sections amended: child-friendly support plans added to Levels of identification of SEND need; National SENCO award added to Training.	FGB
27.09.18	Section added: SEND support plans Section removed: Discovery Alliance (from 'training.')	FGB

Viewley Hill Academy SEND Policy

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.

Broad Areas of Need

At Viewley Hill Academy, the needs of children with SEND are categorised into four 'broad areas of need' as classified in the SEND Code of Practice 0-25 (Sept. 2014).

- **Communication and Interaction**

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. Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, 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**

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. 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**

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 hyperactive disorder or attachment disorder.

- **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. 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.

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 Miss Julie Glindon (SENDCo).
- The person with responsibility for the day to day teaching and learning for children with SEND is the class teacher.

If you wish to speak to Miss Glindon 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 SENDCo 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 children with SEND should be valued as individuals with their own skills, challenges and personalities which are separate to their special educational needs.

- That the first and most important intervention for children with SEND is quality, personalised teaching within the typical classroom environment alongside their peers
- 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 SENDCo will also monitor half termly data alongside the Raising Standards Leader to ensure children with SEND 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 (SEND Support or Statement/EHCP) according to the Code of Practice 2014. The SENDCo 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 be involved in decision making 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; and 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 SEND needs through:

- Information directly given by parents
- Data gathered from in school assessments
- Recommendations from other professionals

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 SEND 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> <p>Discussions will be held between the class teacher and the SENDCo.</p> <p>A 'Cause for Concern' form will be completed and submitted to the SENDCo by the class teacher. The child will be added to the Cause for Concern register and a discussion should be held between parents and the class teacher.</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.
SEND 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 	<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

	<p>expected of a child of a similar age;</p> <ul style="list-style-type: none"> • 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 cause substantial barriers to learning; <p>Then, in discussion with parents, they may be placed on the SEND register.</p>	<ul style="list-style-type: none"> • Wave 2 interventions <p>If a child is placed on the SEND register:</p> <ul style="list-style-type: none"> • Provisions identified alongside the SENDCo using the graduated approach of assess, plan, do, review. • SMART targets are set, which are specific, measurable, achievable, realistic and time-limited. • Parents receive personalised SEND support plan. • Children are issued with a support plan, presented in a 'child-friendly' format which suits the child.
EHCP (Education and Health Care plan)	<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 (formerly known as a statement of special educational needs).</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 not be added to the SEND register. Instead, they will be issued with a health care plan to support their needs in school.

SEND Support Plans

All children with Special Education Needs will have a SEND support plan issued by school. This is not a statutory plan. The SEND support plan will provide specific, achievable targets on which the children will work across the term and how they will be met and measured. These targets will be personalised to the child's board area of need and allow them to make progress in their learning. Targets are set and reviewed by both the SENDCo and the class teacher on a termly basis. At the beginning of each term, previous targets will be assessed on SEND support plans using a scale to indicate the extent to which a child has achieved a target. Targets may be evidenced in books using a 'target met' sticker or may be evidenced

through observations and discussions. SEND support plans are also produced in a 'child-friendly' format to give children ownership of their targets. Wherever possible, targets should be set and reviewed alongside the children.

Support plans are shared with parents when new targets are set. This is usually done at parent consultation evening. Wherever possible, parents should be involved in the setting and reviewing of targets. Teachers will have ready access to a copy of the children's support plans. A copy is also stored in the children's SEND support file and a signed copy is uploaded to CPOMs.

Children with Education Health Care Plans

Where the SENDCo makes a referral for an 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 SENDCo evaluates the school's SEND provision annually. Regular meetings are held between the SENDCo, Head Teacher and staff. The Designated Governor is kept informed about SEND developments at governors' meetings and on visits to the school. At Viewley Hill Academy, the designated SEND Governor is Pastor Ken Stone, Chair of Governors.

The SENDCo is given release time each week in addition to PPA time, which equates to 0.1 of the weekly teaching timetable.

Intervention strategies to support children with SEND

<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 the teacher and/or teaching assistant 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 Tedorescu</p>
<p>Wave 3 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.</p>	<p>Outreach Support e.g. The Bungalow CAMHs Play Therapy Speech and language Therapy Educational Psychologist Hearing/ Visual Services Overfields Speech and Language Pupil Unit</p>

External Support Agencies

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

- Educational Psychologist
- SEND Support Team
- Speech and Language Team
- Learning and Language Team
- Outreach support from other schools
- Counselling support services
- School Nurse
- Hearing/Visual services
- Physiotherapy/Occupational Therapy (OT)
- Child and Adolescent Mental Health (CAMHs).

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 affect learning, the child's name will be placed on the SEND register.

Supporting Pupils with Disabilities

Not all children with disabilities have SEND, 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. For more information, please refer to the Viewley Hill Academy Accessibility Policy

English as an Additional Language (EAL)

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

Looked After Children

Children with SEND who are also classified as 'looked after' have the same entitlement as other children on the SEND register. For these children, the SENDCo will work in partnership with the Designated Teacher for Looked After Children (Mrs Sam Gardiner) and the Assistant Head (Mrs Claire Scaife). Teachers will ensure that the child's guardian is fully informed about the child's progress, targets and provision. In some cases, other professionals such as social workers may be involved in decisions made about the child's SEND provision

External provision

Viewley Hill Academy takes pride in the provision made for children with SEND. However, it is acknowledged that some children may require additional support and highly-specialised teaching and learning. In these exceptional cases, the school and parents may feel that a child with SEND may be better suited to provision outside of the Academy. This may be a specialised based within a mainstream school or a specialised school for children with similar needs. Such placements may be temporary or permanent based on each individual case. An application is made by the school to Middlesbrough Education Authority, who have the overall decision on where a child would best be educated.

Training

The SENDCo will keep staff updated on any changes concerning SEND and encourage personal development in this field. This may include whole school initiatives, specific CPD according to a child's need, or training a teacher or teaching assistant to lead a particular area of SEND alongside the SENDCo.

As part of the Middlesbrough Schools Teaching Alliance, Viewley Hill Academy continues to be part of the SEND Network, having access to training and support from schools in the alliance.

The SENDCo in a mainstream school is legally required to gain a National Award for Special Educational Needs Coordination within three years of taking the post. This was gained from the University of Sunderland in 2017.

Moving On

At Viewley Hill, we understand that moving between phases of education can be particularly challenging for children with SEND. When moving year group or key stage within the academy, conversations take place between the two teachers and important information pertaining to children's needs is passed on. Teachers have access to each child's SEND file and can access any important paperwork on CPOMs. When moving from primary to secondary school, meetings are arranged with the primary and secondary SENDCos to ensure a smooth transition. The Year 6 teaching team will also be involved in this discussion. Some secondary schools offer an extended transition period for children with SEND, which is facilitated by the SENDCo. If a child moves from the Academy to another primary setting, a conversation will take place between the SENDCo at both schools and all SEND files will be confidentially transferred to the child's new setting at the earliest convenience.

Partnership with Parents

The school will endeavour to:

- Provide clear and accurate information about the child's SEND and purpose of any assessment, targets or intervention

- Ensure that parents have the opportunity to talk with the SENDCo 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 and gain written consent before involving outside agencies for additional advice or assessments
- Point parents towards support which can be accessed outside of the Academy, such as Middlesbrough's local offer.
- Provide parents with any assessments and paperwork completed by external agencies.

Arrangements for considering complaints about SEND provision within school

Should parents be unhappy with any aspect of SEND 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 Head Teacher. 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

This policy will be reviewed annually by the SENDCo and discussed with the Senior Leadership Team and Governors.

EDUCATION HEALTH & CARE PLAN [EHCP] PATHWAY

