

SEND Policy

September 2022

Date of approval:	September 2022
Approved by:	Consilium Academies
Date of next review:	Review September 2023



Contents

1. Aims.....	3
2. Objectives	3
3. Identifying and supporting Special Educational Needs & Disabilities.....	3
4. A Graduated Response to SEND.....	5
5. Statutory Assessment of Needs (EHCP)	8
6. Monitoring and Evaluation of SEND.....	8
7. Training and Resources.....	9
8. Personal Budgets	10
9. Roles and Responsibilities.....	10
10. Meeting Medical Needs	12
11. SEND Information Report	12
12. Behaviour Policy	12
13. Monitoring and Accountability.....	12

1. Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

2. Objectives

This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for students with disabilities are met
- To enable students with special educational needs to have their needs met
- To take into account the views of the students with special educational needs
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- To facilitate full access to a broad, balanced, and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for students with special educational needs
- To make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process
- Develop a culture of inclusion valuing high-quality teaching for all learners, with teachers using a range of effective differentiation methods
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within the school, other external agencies including those from Health and Social Care
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the school and local learning community
- Make efficient and effective use of school resources
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs
- Have regard to guidance detailed by Darlington Borough Council.

3. Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Students have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him/her. This provision will be additional to or different from that normally is available in a differentiated curriculum. ANY School regards students as having a Special Educational Need if they:

- a. Have a significantly greater difficulty in learning than the majority of students of the same age, or
- b. Have a disability which prevents or hinders him/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

c. A child under compulsory 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 (Section 20 Children and Families Act 2014)

Students 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.

We will have regard for the SEND Code of Practice 2014 when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These students will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014, students identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have challenges related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

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 challenges associated 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.

Cognition and learning needs to include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children 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 because 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 various aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, 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.

Communication and interaction needs include:

- Speech, language, and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

4. A Graduated Response to SEND

4. 1 Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom, and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

4.2 How we identify and support students with SEN

All pupils are screened at the beginning of year seven and again in year 9. The assessments provide us with robust data about each child's current ability in reading, writing and numeracy. All students' attainment and achievements are monitored by their teacher, who is required to provide high-quality teaching and learning opportunities differentiated for individual students. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers.
- Match or better the students' previous rate of progress.
- Close the attainment gap between the pupil and their peers.
- Prevent the attainment gap growing wider.

Where students continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree on appropriate support.

In some cases, it may be necessary to seek an assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in low attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies.
- 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 an appropriately differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's learning or that of the class groups, despite having an individualised behaviour support programme.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has a communication and/or interaction difficulty that impede the development of social relationships and cause a substantial barrier to learning.

4.3 Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put an effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For students with low level special educational needs the cycle of *Assess, Plan, Do, and Review* will fit into the regular termly assessment and planning cycle for all students. These are known as Progress Meetings/Parents' evening. For those students with more complex needs or for who a more frequent cycle needs to be employed, additional meeting dates will be set and will include the termly Progress Meetings.

4.4 Graduated Response

Assess

- In identifying a pupil as needing SEN support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place, and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to intervention.

Plan

Parents/carers, with their child, will meet with the SENCo and the teachers/professionals that may have been involved to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A review date should also be set so that the effectiveness of the intervention can be determined.

- The Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the plan will be reviewed. This plan and provision should be recorded on Edukey.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where applicable, the plan will detail the support from other agencies and how this will contribute to the desired outcomes.
- If it is agreed that a pupil requires SEN support, all parties meet and develop the plan detailing the support which will bring about the next part of the cycle.

Do

- The class teacher remains responsible for working with the pupil and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem-solving and advising on the effective implementation of support.
- The class teacher is responsible for the daily implementation of the plan and will contribute to –

Review

There will be a review of the Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

- Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the students' needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or an external agency.

4.5 Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the schools SEND register.

5. Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of interventions will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. We as a school have a duty to co-operate; we hold the annual review meetings as and when due and complete the appropriate paperwork for this process.

6. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students, including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly, and where students are not making sufficient progress, additional information is sought, and appropriate action is taken.

6.1 Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities.

Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are appropriately identified and met as early as possible.

So that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Wyvern Academy, we endeavour to support parents/carers so that they can:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo whenever they feel there is a need to by booking an appointment. However, the SENDCo is happy to meet with parents/carers, without prior arrangement, whenever this is possible.

Parents/carers are also encouraged to visit the Darlington County Council Local Offer website:
<https://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>

This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

6.2 Pupil Voice

We hold the views of students highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes.

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all students to contribute to the setting of their outcomes.

6.3 Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. The schools SEN Information report details which agencies the school works with and this report can be found on the school website and is updated annually.

6.4 Transition

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to students and families. Our processes for transition are explained further in the SEND information report.

7. Training and Resources

7.1 Allocation of resources

- Resources are allocated to support children with identified needs, as explained in this document.

- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, additional adult support in core subjects, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

7.2 Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engages in regular training sessions when Quality First Teaching is addressed. The SENDCo and SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND – a programme covering a variety of SEND is offered, and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings. The progress of all students, including those with SEND, is a core aspect of the appraisal process, and appraisal targets will look at how to develop staff skills in meeting individual pupil needs, as necessary.
- Teaching assistants are engaged in ongoing training, whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy, hearing impaired) or to train staff in the use of interventions.
- Peer support and guidance is available daily for all staff in the school, and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

8. Personal Budgets

Personal Budgets are only available to students with an Education, Health and Social Care Plan (EHCP) or students who are currently undergoing a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Funding requests should be made through the statutory SEN Team at the Town Hall in Darlington.

9. Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

9.1 Local Academy Board :

The Local Academy Board endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs and disability
- ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.

Designate a link local academy board member to support the development and strategy of the department and ensure the fair allocation of resources.

- Ensures that the SEND information report shows the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities

provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

9.2 Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Local Academy Board fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Local academy Board member with responsibility for SEND.

9.3 SENDCo:

In collaboration with the Headteacher and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the aim of raising the achievement of students with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers, and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND students and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Monitoring relevant SEND CPD for all staff
- Managing the SEND team.
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with other schools, educational psychologists, health, and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for students with SEND
- To lead on the development of high-quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the Local Academy Board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing, and making provision for students with special educational needs.
- Class teachers are fully involved in providing high-quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment, utilising the APDR cycle.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress to contribute effectively to the graduated response, (assess, plan, do, review).

10. Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision should be planned and co-ordinated. For those students with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that students 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, the school will comply with its duties under the Equality Act 2010.

11. SEND Information Report

The school will ensure that the SEND information is available on the school website. The information published will be updated annually, and any changes to the information occurring during the year will be updated as soon as possible.

12. Behaviour Policy

The school will ensure that reasonable adjustments are made for students with SEND as outlined in the school's behaviour policy.

13. Monitoring and Accountability

13.1 Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. Our buildings are not designed for full wheelchair accessibility, however, some areas are accessible for wheelchair users.

13.2 Storing and Managing Information

Pupil SEND records will be kept in accordance with the DfE guidance contained in "Statutory Policies for schools" (February 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

13.3 Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement concerning SEND provision the Local Authority should make arrangements that include the appointment of independent persons to avoid or resolve disagreements between the parents/carers and the school. This includes access to mediation before a tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.