



**DARWEN
VALE**

An Aldridge Community Academy 

SEND Policy

Policy Title:	SEND Policy
Version:	1.1
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Policy Upholder:	Sharron Pollitt (SEND/Associate Assistant Principal)

COMPLIANCE:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act (2010): advice for schools DfEFeb2013
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012
- This policy was created by the school's SENDCO with the SEND Governor in liaison with the

SLT. The school's **SENDCO is Sharron Pollitt**.

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The SLT advocate for SEND is Alex Venables, Vice Principal

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All children have skills, talents and abilities and as a school 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 them to develop into independent and emotionally healthy individuals, capable of making a positive contribution to the wider community.

Pupils who have special educational needs should have the same opportunities as others to progress and demonstrate achievement (DfEE 1997b: 1:24) and will therefore be supported wherever necessary to achieve full access to the whole – school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

Pupils should have special programs designed to maximize opportunities for independent living in preparation for life beyond school, including preparation for work or continuing education.

Every teacher is a teacher of every young person, including those with SEND.

AIM:

We aim to provide an inclusive environment where all pupils feel valued and able to achieve to their full potential, meeting and exceeding their personal pathways and raising aspirations, regardless of need or disability. We aim to provide staff with the confidence, knowledge and skills to support all pupils to access a full and balanced curriculum. Pupils should feel safe, not only physically and emotionally but also safe to make mistakes and to use these mistakes to make progress.”

OBJECTIVES

1. To work within the guidance provided in the SEND Code of Practice, 2014
2. Preparation for adulthood is at the centre of the SEND provision at Darwen Vale.
3. The leadership of the SEND Department is outstanding
4. The SEND Department knows every pupil's Special Education Needs in depth.
5. Individual Learning Plans are co-produced by staff, pupils and parent/carers to meet these needs
6. All interventions, including support by Teaching Assistants, have a direct impact on outcomes for pupils with SEND
7. All provision is reviewed regularly to ensure a pupil is making progress and all identified needs are being met
8. Reviews of statutory plans are robust
9. The involvement of specialists is strategic and planned to ensure pupils' SEN is identified across all four areas of need and staff receive support and advice from specialists which directly improves the quality of SEND provision
10. The SEND Team are providing good or better standards of support
11. Teaching staff are evidencing good or better quality of teaching for pupils with SEND
12. Pupils with SEND report they are involved in shaping their provision, perceive the benefit of the provision and feel supported as they prepare for adulthood
13. All staff feel they are confident in contributing to SEND provision which is good or better.
14. The SEN Register is accurate and regularly updated
15. Transition arrangements – both KS2-3 and KS4-5- are strategically planned with a high-profile input from the SENDCO and her/his team. Linking directly to robust Personalised Provision Planning
16. Information exchange with feeder primary schools are robust and led by Darwen Vales' good or better SEND Provision
17. Information regarding exam concessions are recorded and tracked rigorously, with the audit trail beginning at the latest by Year 7 Spring term
18. All pupils with SEND participate in a broad and balanced curriculum. Personalised arrangements for access and engagement in enrichments days'/career forums/trips and visits etc. are planned in advanced reflecting the needs of the pupils as recorded on their Personalised Provision Plans
19. All departments collaborate in a joined-up approach to ensure unmet SEN is identified, provision is well matched and linked to shared outcomes for pupils, and a wider range of indicators is used to evidence progress from a more holistic perspective, and which addresses the four areas of needs
20. Pupils with SEND make progress tracked by aspirational personal outcomes

21. Parents/carers report they are very satisfied with the SEN provision at Darwen Vale.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

In accordance with the Teacher Standards, quality first teaching is expected throughout the school and subject specialist teachers provide for all pupils. Pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching.

We aim to provide coherent provision for pupils identified with SEN. These learners fall into the following categories:

- Speech, language and communication needs;
- Cognition and learning difficulties;
- Social, emotional and mental health needs
- Sensory and/or physical need

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Darwen Vale we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The following are **NOT SEN** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is no longer an acceptable way of describing SEN.

A Graduated approach to SEND Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Teachers are trained regularly by the SENDCO and SEND Support Service to deliver quality first teaching for all pupils with SEND. Our Teacher's SEND Handbook provides teaching staff with generic strategies and ILPs offer more specific strategies so that targets can be planned for and met within lessons.

A decision whether to make special educational provision is based on several factors. Pupils may be placed on the SEN register for support if:

- their lack of progress is cause for concern and requires different or additional differentiation or intervention to what is normally provided
- their needs require additional intervention from outside agencies, in addition to what is already provided by the school

The SENDCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress (all subject teachers are involved in this process). This includes high quality and accurate formative assessment.

For higher levels of need, school may need to refer to outside agencies and professionals for more specialised assessments. These include:

- Inclusion Support Service
- Educational Psychology Service
- Education Welfare Service
- Social Care
- Health Services – including Speech and Language Service
- East Lancashire Child and Adolescent Mental Services (ELCAS), Occupational Therapy (OT) and Physiotherapy Service
- Voluntary organisation's e.g. Brook Counselling Services

The graduated approach is at the heart of whole-school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all pupils. However, where a potential special educational need has been identified, this process becomes increasingly personalised. An ASSESS – PLAN - DO – REVIEW cycle is followed. This cyclical process enables schools continually to reflect on their approaches to meeting a pupil's needs. An identification of a special educational is not an excuse for lack of appropriate progress or a lowering of expectations.

Parents are partners in their child's education and are kept fully informed. They will be contacted directly regarding any change in their child's progress or educational provision within the school. The process for contact with parents in respect of pupils who have special educational needs will be:

- HLTAs contact parents/ carers to discuss interventions offered
- SENDCO will inform parents of child's placement on the SEN register
- Part of the cycle of reviews to take place at scheduled Parents' Evenings
- SENDCO to arrange additional meetings/reviews when needed to inform the assess-plan-do- review cycle

- Further to this, the school operates an open-door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a mutually convenient time

Identification, Recording and Review Arrangements

Identification

Pupils with Special Educational Needs may be identified by:

- Referrals from staff, parents, pupil self-referral and outside agencies
- Primary transfer documents and primary liaison
- Monitoring and assessment procedures within the school
- Admission arrangements for pupils new to the school

The type of assessments used will be in response to the nature of the need. This may be information gathering, diagnostic assessments, National Curriculum Attainments, assessments by outside arrangements within the school. These assessments will then determine the need and inform the type of provision required.

Recording

Every pupil who has been identified as having special educational needs has a record according to their place on the SEND Register.

Every pupil on the SEND Register will have a Pupil Profile document. The support to be provided for the student will be indicated on this as well. Pupils have a very important role in producing their Pupil Profile.

The Provision Map is used to record planning and interventions. This is maintained by the Assistant SENDCO.

Review

The assess-plan-do-review cycle is used for all pupils on the SEN register. This is carried out at least twice a year but may be more frequent according to individual need. The process involves liaison with parents/carers, Heads of Faculty, subject teachers, outside agencies and other professionals who are involved with the specific pupil.

The school is required to hold annual reviews for pupils with EHCPs, Statements and IPRA's to which parents and involved outside agencies are invited. The pupils are also encouraged to take an active part in the review process.

Involvement of pupils and their parents/carers in reviews or meetings takes account of the range of abilities, methods of communication and acknowledgement that information may need to be presented in a different format. Parental engagement will be in the form of a meeting either by TEAMS or in person termly. Parents are able to contact the SENDCO at any time by phone or email to arrange an update. In 2022-23, we will hold termly parental forums in conjunction with additional agencies to offer parents support and feedback. The SENDCO will be available to meet with parents at all parents' evenings. Termly surveys will be sent to parents of children with SEND and we will respond to feedback in writing.

Arrangements for Coordinating Provision

The SENDCO is responsible for the coordination of provision within the school. Provision for learning support is determined by individual pupil's needs outlined in Education and Health Care Plans, Statements of Special Educational Need, or Individual Pupil Resource Agreements (IPRAs) and according to whether they are placed on the school's SEN Register for SEN Support (SENS).

The school has adopted a model of provision which is a graduated response as recommended by the SEND Code of Practice 0-25 (2014). (Assess-plan-do-review). Please see the SEND Report for further details.

After a period of time, the school may decide to apply for additional funding to the LA or request a statutory assessment if there is a significant lack of progress at SEN Support.

The school aims to include all pupils with special needs into all the activities of the school as far as it 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 student's welfare will be a major factor considered when decisions are taken.

The types of provision available in school are:

- Quality first teaching, including suitably differentiated work
- Withdrawal for individual structured literacy and numeracy programmes designed to meet the needs of each particular child
- Literacy tutor groups
- Reading Recovery
- Mentoring
- Emotionally Based School Avoidance (EBSA) support
- Emotional literacy support assistants (ELSA) Groups
- Withdrawal for speech, language and communication needs intervention
- In-class support for learning or behaviour
- 1:1 support
- Withdrawal for social skills intervention
- Access to a place of safety
- Lunchtime clubs
- Key-worker support from a Teaching Assistant
- Support provided by an outside agency
- Alternative curriculum/part-time timetable
- Individualised timetables to accommodate specific needs, this may include disapplication from National Curriculum subjects as agreed through formal requests
- Examination Access Arrangements

- Endeavour at Vale
- Access to Reflect

Please see the SEND Report for a full list of interventions.

The school's SENDCO or attached key worker will:

- Work with the pupil to identify strengths, needs and targets
- Keep teaching staff informed of any relevant information
- Liaise with outside agencies.
- Liaise with parents.
- Liaise with Heads of subject, teachers and support staff
- Liaise with Pastoral Team.

Inclusion for pupils with physical disabilities

Where a pupil's need requires adaptations to the school building or school day, these needs are met working alongside other agencies or partners. Adaptations already made to our school building include:

- Dots on windows and yellow strips to support those with visual impairments
- Adaptations to the disabled toilets to ensure that pupils can access these alone with dignity
- Additional or alternative seating arrangements

Some pupils may require a member of staff to wear a hearing loop. Teachers will adapt their seating plans, equipment and resources accordingly to ensure that pupils with visual, hearing and physical disabilities are fully included. Each child is an individual and bespoke arrangements will be made working with SEND support Service and Occupational Health to advise us. Movement around the building can be supported by wheelchairs, canes and lifts and pupils requiring to use these are allowed to leave the lesson early with the use of a corridor pass to ensure that they are not in heavily populated areas.

Pupils who are unable to write in the classroom are provided with a personal laptop and where required, may be allocated a scribe.

EVALUATION SUCCESS

Analysis of Best Value

The SENDCO and the school 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 progress across the key stages according to staff records and termly data capture.
- Regular reading, spelling and diagnostic assessments demonstrate an individual's progress.
- Comparative data from standardised tests are used as guidelines for assessing the pupil's ability in working to their full potential.

The SENDCO will observe classes, interventions and all pupils on the SEND Register at least termly to ensure quality assurance. Feedback will be given to teachers and ILPs will be updated. Pupils are tracked against targets set on Individual Learning Plans, EHCPs and IPRAs and this will, in turn, inform reviews.

SEND RECORDS

The school SEND records will collate and record the school's responses at all stages and information collected at the review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

- The Special Needs Register
- Description and nature of pupil's difficult.
- Strategies to be adopted
- Individual Learning Plans (ILPs)
- Reviews
- Reports from outside agencies
- Provision Map

Other factors

When evaluating the objectives, as stated earlier in this policy and the effectiveness of SEN provision, the following considerations are taken into account:

- Movement within the SEN Register.
- Attainment of targets on ILPs.
- Achievements of pupils with Examination Access arrangements at KS3 and KS4.
- Level of involvement of outside agencies.
- Attendance of pupils with SEN.
- Successful applications for additional provision/resources.
- The views of pupils regarding their current SEN provision.

Criteria for exiting the SEN register.

Pupils exit the register:

- when they achieve the targets they have been set, e.g. in reading, comprehension, social skills etc., based on assessment.
- When their literacy and numeracy skills have made progress based on their cognitive ability
- when their NC levels are within two levels of that expected for their chronological age
- following parent/carer request.

Exit usually takes place following a successful assess-plan-do -review cycle.

Admission Arrangements for Pupils with Special Educational Needs

Liaison with feeder Primary schools will enable the identification of pupils with SEN who are transferring at Year 7. Similar identification procedures are in place for pupils transferring from other secondary schools. Transition Plans will be written for these pupils with the help of outside agencies where appropriate.

Contact will be made with the pupil's previous school to gather information and to arrange for the transfer of SEN information.

Pupils who transfer within the school year will be invited to an Induction meeting. We will then invite the pupil for baseline testing within our SEND unit to allow us to identify any unmet needs and to allow us to place the pupil in the correct classes with the correct support. We will ask the feeder school to provide details of all previous attainment and support given.

Examination access arrangements

All school access arrangements are the responsibility of the SENDCO. Rachel Lewis the named person with responsibility for testing pupils for KS4 special consideration for examinations.

At KS3, pupils with identified needs, e.g. access to a reader, extra time, access to a scribe, are the responsibility of their subject teacher. Requests for additional support are passed to the SENDCO.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Darwen Vale 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 the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Children with SEND or Disabilities who cannot attend school

If a pupil has a SEN or Disability which prevents them from attending school, we will initially invite the parents, carers and, where possible, the child along with any other outside agencies who are supporting the young person to a CAF assessment meeting. Where appropriate and consented to, a CAF will be opened to support the family and to coordinate support.

Contact will be made by the SENDCO with the District team at St Thomas's Centre to assess whether they are in a position to support remotely. This referral will be supported by the pediatrician or ELCAS.

If a referral to District is not appropriate and a child can be supported by adaptations to the school building or school day, appropriate members of staff from the site team and pastoral team will be invited to the planning/TAF meeting.

Pupils with SEMH will be supported through our emotionally based school avoidance program and may reintegrate via Endeavour.

Every pupil is an individual and bespoke arrangements may need to be made in extreme circumstances. The local authority will be informed of all engagement with the family when attendance is reported. Parents will be asked for details of the child's need and reasons for absence in writing to support this process. It is important that children and parents or carers cooperate fully with the support offered.

Training and resources

SEN is funded through Element 2 and Element 3 (High Needs) funding.

In-service training is available in respect of SEN for the whole school, departmental or individual members of staff. The provision of training will be allocated where there is a recognised need and will be in accordance with the school's professional development policy. It forms part of the induction programme for newly appointed staff. It will be delivered by one of the following:

- SENDCO
- Individual members of staff within the school who have designated specialism.
- LA support services.
- External trainers/consultants.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Access to SEN information via SIMS is explained to all staff.

The school's SENDCO regularly attends the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Specific Responsibilities for Provision for Pupils with Special Educational Needs

- The school's Governing Body are responsible for ensuring appropriate SEN provision in the school.
- The school has a Governor who has specific responsibilities for Special Educational Needs.
- The school has a SLT advocate who is responsible for overseeing the work of the SENDCO and the Learning Support Department.
- The school has a Special Educational Needs Co-Ordinator (SENDCO).
- The school has one Higher Level Teaching Assistant (HLTA) who is responsible for teaching within the Alternative Curriculum and for daily organisation and monitoring of the TA team.
- The school has a team of Teaching Assistants (TAs) who provide support to pupils and act as key workers to specifically named pupils.

Links with other schools

Our partner Primary Schools are supportive and welcome contact. A dedicated transition team ensures relevant information is passed to the Learning Support Faculty.

Darwen Vale has strong links with:

- Darwen Aldridge Enterprise Studio
- Darwen Aldridge Community Academy
- St Thomas Centre
- The Heights Free School.

Reviewing the SEN Policy

The policy is reviewed annually.

Accessibility

The school has an accessibility policy, see Appendix.

Queries and complaints

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels. The school's complaints policy can be found on the school website.

Contact: Mrs Pollitt, SENDCO
Mr Broderick, Assistant SENDCO
Mr Venables, SLT advocate for SEN
Mr Little, Principal
Mrs Lenny Lewis, SEND Governor

For Additional support and advice for children with SEND, impartial advice can be sought from SENDIAS.

Contact: Jane Partington: SENDIASS Lead Officer

Telephone: 01254 503049
01254 583957
07562 422370

Email: jane.partington@communitycvs.org.uk

Our Local Offer can be accessed via:

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/service.page?id=jpGoZFku-2w&localofferchannel=0>