



**Severn Valley School**

# **SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY**

Date Approved: January 2022

Date of Review: September 2023

**MONITORING, REVIEW & EVALUATION**

**SENCO &**

**Management Committee member for SEN**

## **Introduction**

This policy has been developed in consultation with the management committee, staff, pupils and parents of pupils attending Severn Valley School (SVS).

In line with the SEND Code of Practice 2015, all staff have responsibility for ensuring the needs of young people are met.

The SENDCo is Richard Pollard. SEND Management Committee Member is Chris Dunn.

This policy has been written according to current legislation and guidance; it follows the SEND Code of Practice (CoP) 2015/updated 2020 and the Gloucestershire Guidance Booklet and will be reviewed and updated when new legislation is published.

This policy describes the way in which we meet the needs of our pupils who experience barriers to their learning and the steps we take to remove those barriers.

## **Rationale**

SVS is committed to providing a high quality education to all pupils placed with us. We recognise that our pupils have a variety of needs which can include difficulties with self-regulation. We believe that all pupils, including those with identified learning and / or behavioural needs, have an entitlement to a broad and balanced curriculum. Such a curriculum at our school will be both academic and social in its focus.

Many of the pupils placed with us should be on their school's SEND register at SEND Support and some may have an Education, Health and Care Plan (EHCP). The school provides an environment where individuals are respected and are encouraged to achieve the best they can. For some of our pupils this will mean an individualised curriculum, which is suitably differentiated to make it relevant and accessible and at the same time challenging to ensure progress.

## **Objectives**

The management committee is committed to ensuring access for all pupils; The school is a learning community that strives to:

- Acknowledge the needs of the individual which are preventing them from accessing learning opportunities in a mainstream setting; we recognise that these needs may be long or short term.
- Consider the views of the pupil and take account of their varied life experiences and needs.
- Provide teaching and learning contexts which will enable success for our pupils.

- Provide opportunities and intervention where necessary to develop intra and interpersonal skills which can be built upon later in life.
- Create a safe and caring environment which meets the needs of pupils with SEND and where all pupils can flourish.
- Enable all pupils to maximise their potential and enjoy learning.
- Ensure needs are identified, assessed, provided for and regularly reviewed.
- Ensure all pupils have access to a broad, balanced and relevant curriculum to address their needs. (For some pupils the pupils' mainstream school will retain responsibility for curriculum needs).
- Identify that all staff at SVS are responsible for the education of all pupils; therefore, sharing of relevant information and open communication is essential.
- Work with parents and support them in contributing to their children's learning.
- Agree and maintain clear expectations of all partners involved in the education and emotional well-being of our pupils.
- Eliminate prejudice and discrimination in order to include all learners regardless of age, gender, additional needs, ethnicity, attainment levels or background.
- Ensure the SEND Code of practice is implemented effectively.
- Provide specific input for those pupils identified as having SEND at SEND Support or who have an EHCP.
- Enable our pupils to move on from us equipped to cope with greater independence.

## **Roles and Responsibilities**

It is the responsibility of all members of staff to be involved in the development and implementation of this policy. The responsibility for the pupils with SEND referred to SVS, who are dual registered with a mainstream school, sits with the mainstream school and staff at SVS will work in consultation with mainstream staff to address pupil needs. SVS will work with all agencies involved with our pupils in order to address their needs.

The Headteacher and Deputies have the responsibility to ensure:

- Liaison takes place between home, school and all stakeholders.
- Individual Behaviour Plans (My Plans), My Plan Plus or programmes of support are in place and are reviewed regularly.
- Information about pupils with SEN is accurate, up to date, shared as necessary and is used to inform planning.
- Use My Progress chart (individual provision map), or similar
- Professional guidance is given to all staff to ensure quality teaching & learning for pupils with SEND.

**The SENDCo has the responsibility to ensure:**

- Communication is clear and regular.

- The SEND policy is shared with and understood by staff working in SVS.
- Liaison and advice is available to staff, giving clear guidelines for procedures when needs are identified.
- Student views are sought prior to review meetings and following meetings as a review
- Reviews are held regularly and that pupils' views are sought prior to review meetings.
- Parents/carers and pupils are involved in review and their views are heard and implemented.
- Staff have access to training relating to SEND.
- Current developments in SEND are disseminated to staff.
- Effective use of resources and the dissemination of good practice following consultation with SENDCo's from other schools.
- Monitor and evaluate SEND provision with SLT / SMT and provide data for the management committee on progress of pupils with SEND.
- Statutory Information is available, reviewed and published.
- The SEND register (which is our aid to planning provision) is maintained and is as accurate as possible each term.
- Copies of EHCPs are requested from SEND casework at point of referral.
- Key information regarding SEND is passed to the relevant people when pupils are being taught off-site; this support will lead to consistency of approach and expectations.
- The SENDCo will take the lead on co-ordinating the work needed to follow the Graduated Pathway.

**All staff have the responsibility to ensure:**

- Each pupil is given every opportunity to be successful in their learning.
- They are aware of the individual needs of the pupils they work with.
- The individual needs of each pupil are addressed in accordance with:
  - their plan (IBP, My Plan, My PlanPlus)
  - any legal documentation (EHCP)
  - information from schools and parents/carers
  - The Teaching and Learning policy
- Schemes of work and resources are appropriate to a range of age, ability and learning styles.
- Work collegiately to provide appropriate and meaningful feedback on progress towards outcomes.
- IBPs, My Plans, My Plan Plus are in place and identify:
  - Short term outcomes
- All staff need to recognise that children with SEND can have potential abuse put down to their needs.

- Teaching strategies
- Provision to be put in place
- When plan will be reviewed
- Outcome of action taken (at review).

## **Identification, Assessment, Provision and Review**

Pupils are placed at SVS because of exclusion (fixed term or permanent), as a result of not having a school place or for partnership working. SVS database for pupils attending school will act as the school's SEN register. The school will maintain a provision map outlining children receiving additional support and interventions being received. It will include eligibility for Pupil Premium and will identify need, CoP stage and timescales for annual reviews where relevant; Those children who are supported through outreach in their mainstream schools or through part-time partnership placements will not appear on the register but should be identified on their mainstream schools' SEN register.

### **Identification & Assessment**

Regardless of the reason for referral, all pupils will have their needs identified through information from previous school and assessments carried out by staff. Such assessment is dependent on the age and needs of the pupil and will always be used to inform planning and target setting.

Where specific needs are identified on an EHCP, targets and programmes of support will be drawn up with reference to the objectives recorded on the EHCP. This will usually be in a My Plan format. Copies of EHCPs should be requested from the SEND Casework team as soon as the referral is received.

Information gained through assessment plus observations of the pupil within the context of APS will be used to inform IBPs, My Plans, My Plan Plus and Programmes of Support.

Action relating to SEN support/interventions follow an Assess, Plan, Do and Review model: Whole school provision is developed to enable all students to receive appropriately challenging work.

1. **Assess:** On entry to school all students are assessed to provide a base line assessment of their Maths and English skills. Strengths and weaknesses are identified and work is planned to address gaps in learning and provide appropriate levels of challenge. Any student identified with a special educational need will be included on the SEN Profile. Parents are invited to discussions to support the identification of action to improve outcomes.
2. **Plan:** Teachers plan using information about student's prior attainment, differentiating tasks to ensure progress for every student. When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists. These are included on a My Plan document. Some students may require specific literacy, language and/or social/emotional interventions. These are delivered by learning mentors during mentoring sessions and 1:1 programmes of intervention.

3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. This could take the form of in-class interventions and/or withdrawal interventions. Students receiving SEN support that is 'additional and different' from that provided within the differentiated curriculum are included on the SEN Profile. There is now a single category of support, SEN Support. SEN support can take the form of teacher planning/intervention, additional in-class support, Access Arrangements, mentoring or an intervention group to address a particular area of need. All SEN support interventions are time limited.
4. Review: Progress towards attainment outcomes are tracked and reviewed half-termly with the parents and the student. If students fail to make expected progress the decision may be made to undertake further informal/formal assessment of student learning. SEND achievements are monitored in relation to their peers but also in relation to other SEND students nationally. The effectiveness of SEN support/ interventions is monitored on a termly basis by the SENCo. When expected progress is made, gaps have closed and students are achieving in line with their ability, a decision is made as to whether they continue to be identified as having special educational needs and remain on the SEN Profile.

### **Provision: How do we evaluate the effectiveness of SEND provision?**

The school aims to promote high but achievable standards for our pupils, all pupils have an equal entitlement to the best provision for their individual circumstances. We want them to participate fully in making decisions about their education and their future. Provision is intended to give all pupils access to the core subjects of the National Curriculum; individual circumstances and access to facilities and equipment may dictate the range of subjects offered to individuals. Where there is a specific need, staff will work collectively to enable the individual pupil to access the learning opportunities.

We are committed to identifying needs as early as possible and matching our response to those needs effectively. For some pupils this may mean they work 1 – 1 with an adult until such times as they are able to work in a small group; for other pupils it may be necessary for them to receive part of their provision off-site. As well as early intervention we are committed to supporting multi-disciplinary interventions to address individual needs.

We recognise we are most effective when we work in partnership with the pupils' parents/carers. Meeting a young person's needs is viewed by us as a responsibility we share with parents/carers. Our provision will also include

- Support for parents/carers in their understanding of their child's SEN.
- Signposting them to other sources of support e.g. voluntary organisations.
- Encouraging them to take an active role in their child's education.

- Clear and regular communication which is sensitive to the family needs and understanding, keeping parents fully informed and involved.
- A respectful approach to working with parents – written permission must be gained and discussions held before any referral to another agency is made, information can only be shared with other agencies with agreement of parent/carer.
- Open door policy for parents to discuss any concerns or seek advice about their child.

### **What support will there be for children overall well-being?**

SVS offer a wide variety of pastoral support for students. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- A range of enrichment activities that also have a therapeutic quality, these include Forest School, Horse Riding, Outdoor Pursuits and quality PE activities
- Vocational learning which includes; Mechanics, Construction and placement at a small holding/farm
- Student and Parent voice mechanisms are in place and are monitored for effectiveness by the SLT.
- In class mentoring support
- Small group evidence-led interventions, to support student's transfer back to their mainstream school. This aims to improve interaction skills, emotional resilience and well-being.
- Counselling support

### **Students**

Students are actively encouraged to be involved in decision making, through mentoring sessions attending reviews and in setting and evaluating their outcomes. Student and parent's views are gathered as part of the review process and their views are valued and listened to.

### **Monitoring**

The school is committed to regular and systemic evaluation of the effectiveness of all aspects of our work including SEND. All staff have a responsibility with regard to pupils with SEND and the care of our pupils is seen as a whole school responsibility. Internal reviews of SEND provision and implementation of policy will be held at least annually to complement the on-going monitoring of Teaching and Learning. The SENDCo will report regularly to the Headteacher in relation to SEND. In preparation for the annual report to the management committee, SVS staff will

- Keep provision for SEN under review.
- Observe and monitor the teaching of SEN pupils.
- Review the impact of interventions each half term
- Review pupil progress as measured against targets termly and report to Head.
- Review the effective use of resources, when appropriate.
- Review and evaluate the school's arrangements for pathway planning and reviewing, including parental support and the involvement of other services.

- Review the process and outcomes from annual reviews and how these may impact on practice.
- Consider the evaluations received from parents/ carers at the end of an intervention and make any necessary amendments which will lead to effective practice.
- Monitor SEN procedures and provision in relation to school's SEF and budget.

**Policy review**

The SENDCO with the Management Committee Member responsible for SEN will review this policy annually.