

Valley Gardens Middle School



SEND Policy March 2021

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Policy statement

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1st May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (May 2015)
- Schools SEN 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 SENCO with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND in the spirit of co-production and partnership in order to provide a framework for implementation within School.

Statement of Principles

Every teacher at Valley Gardens Middle School is a teacher of every child or young person including those with SEND. We are committed to working to provide an equal opportunity for all to succeed, offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. The Governors and Staff recognise that the rates of emotional, intellectual, social and physical development will vary amongst children and that all have the right to access a broad and balanced and appropriate curriculum. We aim to raise the aspirations of and expectations for all pupils with SEND, by focussing on outcomes for children and young people. To facilitate this, the School identifies that some children may require additional arrangements to be made for them so that they can fully access the educational and social opportunities which available to them.

Objectives of the Policy

Working together, the School will make its best effort to:

- Provide equality of access for all pupils to make sure that all students are supported to receive an education appropriate to their age, aptitude and ability, through the planning, organisation and implementation of an appropriately differentiated curriculum;
- Create a happy, safe and effective learning environment that meets the identified special needs of each student;
- Identify those children experiencing special educational needs as early as possible through effective liaison with feeder schools;
- Make the transition from the feeder school, and on to high school, as smooth as possible;
- Assess a child's individual needs as soon as possible so that any necessary provision can be made for them;
- Involve all staff, the child, the child's parents/carers and, if appropriate, external agencies to develop educational strategies to support the child and address their individual needs;
- Monitor the child's progress and adapt strategies if appropriate;
- Report to staff, the child and the child's parents, progress and changes in their individual needs and provision;
- Encourage pupils to develop confidence and self-esteem and to recognise the value of their own contribution to their learning;
- Ensure that information is shared and provision continues when a child transfers between year groups or schools;

- Maintain strong links within the local area to develop and share SEND knowledge, understanding and good practice;

Identification of Children with SEND

The school recognises that children with special educational needs may fall into one or more of the following categories as stipulated in the SEND Code of Practice, 2015:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

We recognise that needs can arise in a number of ways and aim to consider the needs of the 'whole child'. Barriers to learning, though not specifically special educational needs, can also arise in relation to:

- disability
- attendance and punctuation
- health and welfare
- English as an additional language (EAL)
- being in receipt of the pupil premium FSM 6
- being a looked after child
- being a child of serviceman/ woman.

Behaviour is no longer a category of Special Educational Need (SEND COP 2014) but is often a result of other underlying needs. We feel confident to respond to any concerns raised with regard to behaviour as we know our pupils well.

It is the role of the class teacher/subject specialist teacher to provide for all pupils– the Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

A Graduated Approach to SEND Support

This section sets out the process by which our school identifies and manages children and young people with SEND. The school is committed to early identification of special educational needs and adopts a Graduated Response to meeting special educational needs in line with the Code of Practice 2014: **Assess, Plan, Do, Review**.

It is important that children experiencing Special Educational Needs are identified as early as possible. For many children, identification has taken place at First School, however, concerns about a child's progress may also be made by:

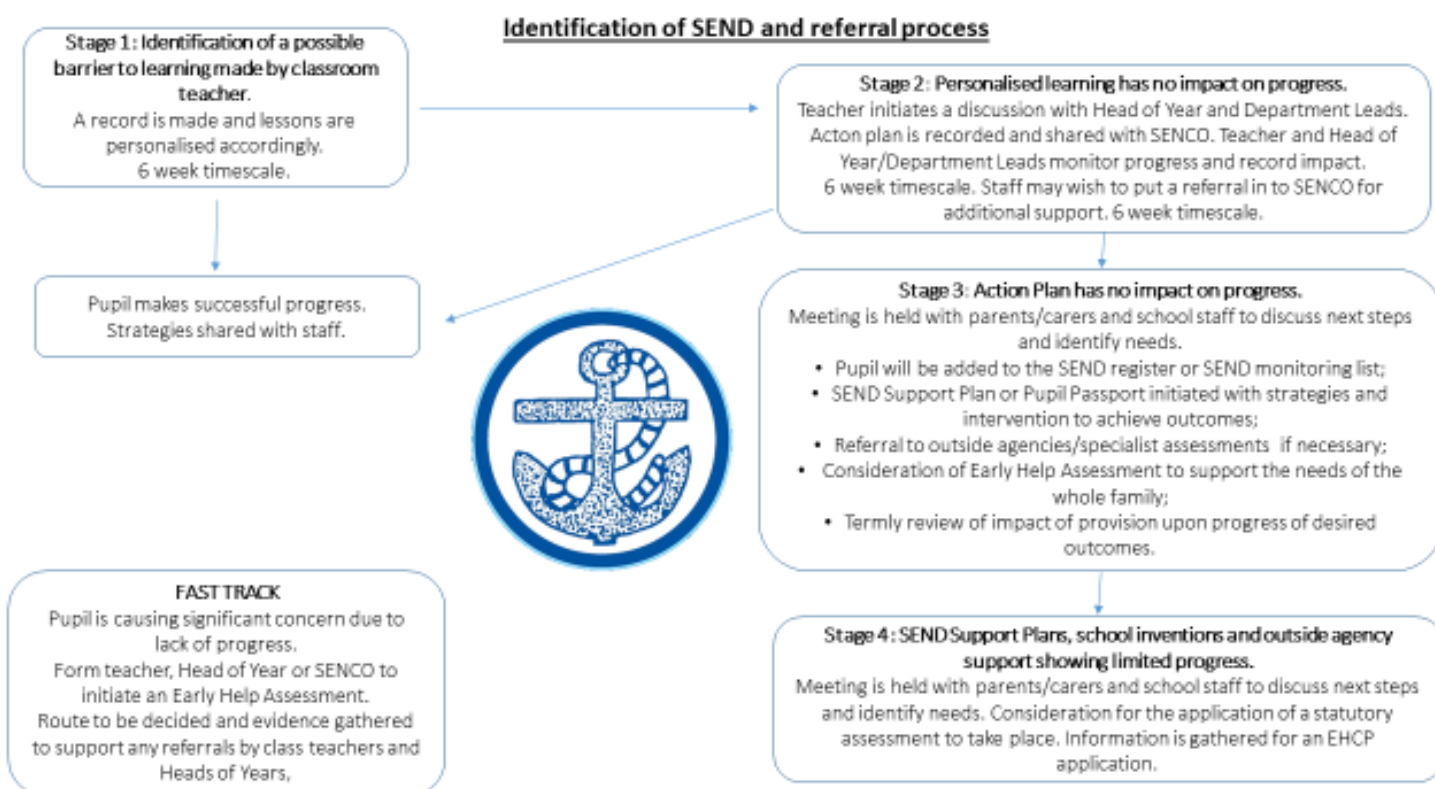
- Parents
- Form / Subject teacher
- The pupil
- External agencies

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 SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Our 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 SEND most frequently encountered.

The decision of whether to provide special educational provision involves consideration all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

The diagram below sets out the process by which pupils can be identified as having SEND:



Where a child has a higher level of need, School will draw on the support of external agencies and professionals who may carry out observations and specialised assessments. Agencies and professionals who may be involved are:

- Language and Communication Team.
- Dyslexia Team.
- Sensory Support Service.
- School Nurse/ Health services to meet individual's specific needs.

- Occupational Therapy.
- Speech and Language Therapy.
- Educational Psychology.
- Rhelac Team (Raising the Health and Education of Look after Children).
- CAMHS (Child and Adolescent Mental Health Service).
- Secondary Support Team.

Other agencies and services may be involved as specific needs are identified. Parents/ carers are made aware if School are considering involving outside agencies to meet the needs of their child.

The SEND Register

Children who are identified as experiencing special needs are placed on the SEND register at School Support. All subject teachers are informed of the pupil's main difficulties and information provided regarding strategies that may be implemented through the School system. It is the teacher's responsibility to access the SEND information and make provision for the pupils in their groups. At this stage, pupils will be issued with a SEND Support Plan where views, aspirations and targets will be set accordingly to support a child. Some pupils will be added to the SEND register on a monitoring level initially and a Pupil Passport will be issued for successful strategies to be shared with staff.

The SEND Co-ordinator may introduce one or more of the following strategies to support them:

- a wider range of strategies employed in class
- specific intervention targeting the area of need
- extra adult time to revise / differentiate specific curriculum areas
- introduction of specialist equipment and learning materials
- access to a learning mentor/ school counsellor
- In-class support by the Learning Support assistant
- one to one teaching
- small group teaching

The provision made for the child will be recorded using a SEND Support Plan. This will detail the nature and frequency of the provision as well as the aims or targets of the provision. This provision will be monitored and three times a year through Review Meetings with parents and liaison with teachers and support staff.

If intervention from external agencies fails to enable the child to make satisfactory progress, the School may ask the LEA to consider making a statutory assessment of the child's educational needs. A request for statutory assessment may also be made to the LEA by a child's parents or referral by another agency.

Education, Health and Care Plan (EHCP)

Not all children submitted for statutory assessment receive an EHCP, however, if an EHCP is provided, the SEND Co-ordinator will ensure that the provisions of the EHCP are implemented and will liaise with parents, support services and support teacher or assistant as required.

An annual review of EHCP must take place in School to assess the child's progress towards meeting the outcomes specified in the EHCP. Advice from the parents, pupil, relevant teachers, support staff and outside agencies will be requested and collated by the SEND Co-ordinator.

Inclusive Education

Valley Gardens Inclusion Strategy is based around the North Tyneside Council Inclusive Education Strategy 2005 – 2010.

‘The ultimate goal of North Tyneside’s Inclusive Education Policy is to make it possible for every child or young person regardless of special needs or disability to:

- Attend a local mainstream school
- Participate in every aspect of mainstream life
- Have full access to a broad and balanced curriculum
- Be included in the lifelong learning process
- Be valued and respected as an equal member of the learning community
- Reach their full potential.

In order to fulfil these goals, mainstream schools are empowered to successfully meet the needs of pupils with a diverse range of needs. This will also include the development of inclusive campuses in which the educational and social needs of pupils and families can be met within the context of core and extended provision. (North Tyneside Council, Inclusive Education Strategy 2005 – 2010, pp 5-6)’

To fulfil the criteria laid down in North Tyneside’s Inclusive Education Strategy, Valley Gardens will ensure that all children, regardless of their educational, social or physical needs are included, as fully as possible, into all aspects of school life.

Consideration of the Disability Discrimination Act is necessary when examining any building work or renovations which are to take place. A regular access survey should be carried out by the Governing Body to ensure that children with physical difficulties can access all areas of the site safely.

Children from local Special Schools may spend time at Valley Gardens where they can be included into a mainstream school for identified lessons.

Some children with an EHCP will have ‘Moderate Learning Difficulties, Resourced Place Provision’ identified as their placement. The Unit at Valley Gardens has space for 10 children who experience moderate learning difficulties. (See Moderate Learning Difficulty, Resourced Place Provision)

Admissions

In the case of over-subscription, the School’s Admissions Policy for children with special educational needs does not differ from the procedure for other pupils.

In the case of the School being named in the EHCP of a pupil not yet on the school roll, it is expected that discussions between the Headteacher and the child’s parents, the SEND Co-ordinator, the School from which the pupil will transfer, and the relevant LEA agencies will take place before a place is agreed.

The case of a pupil in this situation may also be discussed by the relevant committee of the governing body.

Special Educational Needs Coordinator: Their role and responsibilities

Samantha Wilson is the person responsible for managing our setting's response to the provision we make for children and young people with SEND.

Ms Wilson holds the National Award for Special Educational Needs Coordination.

Ms Wilson liaises frequently with the Senior Leadership Team and is a part of the Senior Leadership Team. The SLT advocate for SEND is the Head- teacher, Mr Goodfrey. The Deputy Head-teacher and link for SEND is Mr Hope.

The role of the SENCO is:

- To co-ordinate the provision for pupils with special educational needs and promote inclusion throughout the school
- Oversee the day to day running of the school's SEND policy.
- Liaise, advise and support fellow teachers with SEND related issues.
- Co-ordinating information and reports involved in the staged assessment process, including Support Plans and Annual Reviews.
- Liaise with multi-disciplinary agencies involved in the education and welfare of pupils with SEND.
- Liaise with parents/carers of pupils with SEND, keeping them fully informed and involved at all stages of their child's education.
- Liaise with pupils with SEND keeping them fully informed of their targets/programmes of work/progress/monitoring and reviews where appropriate.
- Preparing and assisting in the development of differentiated support materials.
- Identifying appropriate training for support assistants.
- Responsibility for the day to day management of support assistants.
- Liaising with partner middle schools, feeder schools to the ARP, and partnership schools.

The governor responsible for special educational needs:

The School Governor for SEND is **Ms S Weddle**. To contact, please ring: 0191 917 6667.

The Governor with the responsibility for SEND will work with the SENCO to monitor, evaluate and develop the work of the department through making regular visits to the School.

The Governing Body is responsible for ensuring that a complaint has been dealt with through the schools specified complaint procedure.

- Any parent unhappy with the SEND provision in school should first discuss their concerns with the form or class teacher.
- If parents remain concerned further discussion should take place with the SENCO and SLT.
- Further representation can then be made to the SEND Governor who can consider appropriate action with other members of the Governing Body.
- If parents still remain concerned they can refer to the LEA

Resources

The Headteacher and Governors will make every effort to ensure that staff/pupil ratios within the School remain as favourable as possible, to the benefit of all pupils, but more especially those with special educational needs.

Whole school resources will be purchased as necessary by the SEND Co-ordinator annually. Within each curriculum area budget there is a proportion designated as SEND which should provide extra subject resources as required.

Complaints

In the event of a complaint about educational provision at the School for a child with Special Educational Needs, the School's usual procedure, outlined in the policy for Pastoral Care, should be followed. In the first instance, the member of staff to be contacted is the pupil's Form Tutor/Subject Teacher or SENCO.

Evaluation

The Governing Body must report annually to parents on the implementation of the School's Policy for pupils with Special Educational Needs considering: the use of resources, staff training, the number of children with special educational needs and the movement from Level to Level of provision within the school.

Measured progress of children with Special Educational Needs will also be reported as appropriate, taking account of: Key Stage 2 SAT results, changes in Reading Ages according to standardised tests and progression in the National Curriculum measured by Teacher Assessment.

Partnership with Parents/carers

The School's usual procedures allow for several Parent/ carers' Evenings for each year group in the course of the academic year. Parents/carers of children with Special Educational Needs are particularly encouraged to attend.

The School must inform parents/carers when they first identify a child having Special Educational Needs. This should be done either by the Form Tutor or the SEND Co-ordinator. Parents/carers of children in Year 5 who were on an SEND register at First School must be informed if their child has been placed on the School's register following transfer.

Parents/carers of pupils at School SEND Support and EHCP support must be informed of any 'SEND Support Plans' and given an opportunity to discuss the targets with the SEN Co-ordinator and form/class teachers. Written reviews of SEND Support Plans will be carried out three times a year and the outcomes communicated with the parents/carers. An opportunity for consultation with the SEND Co-ordinator will be made to discuss a pupil's progress.

Parents/carers of children with EHCPs are also invited to attend and submit reports to annual statutory reviews.

National Curriculum Entitlement

A pupil will not be withdrawn permanently from any lesson if he / she thereby loses the opportunity to study a subject in the National Curriculum – except in the case of an agreed disapplication for a pupil.

Moderate Learning Difficulties Additionally Resourced Place Provision

The rationale behind the development of school based resourced place provision is in response to the Inclusion agenda and the Every Child Matters agenda. North Tyneside Council has designated 7 schools, from First Schools to High Schools, as Resourced Place Provision Units to cater for children moving from Special Schools into mainstream education.

The ARP Unit at Valley Gardens has spaces for up to 10 children with identifying moderate learning difficulties.

These children will be offered the same opportunities as other children, as far as possible. Strategies to support these children when working in the mainstream will be provided by the SEND Department as will differentiated resources as applicable. The provision made for these children will be a combination of forms of support including individual and small group teaching and in-class support. The provision will be flexible and tailored to individual's needs.

The ARP Unit has a separate annual budget which must be spent on those children placed within the Unit.

Approved by committee:	
Date of policy:	March 2021
Date of next review:	March 2022