



The Alver Valley
Federation of Schools

SEND Policy

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Author	Mrs K Russell (SENCo)

Alver Valley SEND policy

In accordance with the SEND code of practice

To be read in conjunction with the SEND information report.

Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provide for others of the same age in mainstream schools or mainstream post-16 institutions.*

Special Educational needs and disability code of practice 0-25 years July 2014

Purpose

At Alver Valley Schools we believe that each pupil has individual and unique needs. However, some pupils require more support than others to make good progress. We acknowledge that a significant proportion of pupils will have special educational needs or a disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to make good progress, we must recognise this and plan accordingly. Alver Valley Schools aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents of children with SEND, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented.

Relationship to other policies

This policy links with the policies on admissions, data protection, health and safety, behaviour, equality, whistle blowing, and to the complaints procedure. The school accessibility plan is an integral part of this policy. The SEND information report outlines the school's provision for pupils with SEN and how the school will implement this SEND policy.

Equality impact

This policy will help to ensure that the school takes positive action to support vulnerable pupils.

Roles and responsibilities of Headteacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

Responsibilities

The Governing Body has responsibility for:

- Ensuring that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring that there is a member of the governing body with specific oversight of the school's arrangements for SEND.
- Working alongside staff to develop and monitor the school's SEND policy.
- Ensuring that the needs of pupils with SEND are addressed in all policies.
- Ensuring that SEND provision is an integral part of the School Improvement Plan.

The governor responsible for SEND is **Mr Chris Chivers**

The Executive Headteacher is accountable for SEND provision, with responsibility for:

- The evaluation of Special Educational provision.
- The strategic development of SEND provision.

The Special Needs Co-ordinator (SENCo) is Mrs Kate Russell

The Special Needs Co-ordinator (SENCo) is responsible for:

- Implementing the day-to-day procedures of the school's SEND policy.
- Co-ordinating and monitoring the school's SEND provision.
- Liaising with, and advising other teachers.
- Liaising with parents of pupils with SEND
- Liaising with early years providers and secondary schools to ensure that transitions between phases are planned and well-managed.
- Line- managing teaching assistants.
- Maintaining the school's SEND register and overseeing the records of pupils with SEND.
- Liaising with the LEA and external agencies.

Class teachers are responsible for:

- The progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Practice:

Identifying special educational needs:

- The school uses a range of methods and sources of evidence to identify pupils' special educational needs and barriers to learning.
- Concerns about a pupil's progress or ability to access the curriculum may be raised by parents, teachers or the children themselves. Discussions between parents, teachers, the child and the Special Educational Needs Co-ordinator (SENCo) will contribute to an overall picture of a child's needs.
- The school uses information from the foundation stage profile, progress in the national curriculum, class teacher's records and observations, as well as a range of standardised tests (e.g. reading and spelling tests).
- As well as this, the school works with professionals from outside agencies in order to identify needs and provide appropriate support to children and their families.

Provision

- At Alver Valley ,every child has access to good Quality First Teaching. This and appropriate differentiation (matching teaching and learning to the needs and abilities of pupils), will ensure that all pupils have access to a relevant and appropriate curriculum.
- Specific programmes focussing on particular skills may be used for pupils with special educational needs. These are planned by the phase leader and class teacher in liaison with the SENCo. Programmes may be delivered by teaching assistants, who will have received appropriate training.
- Decisions about the type of support offered are made through discussion with teachers, parents, pupils and, where appropriate, other professionals. We endeavour to tailor support to the individual.
- The allocation of resources is regularly monitored and reviewed to ensure that the principles of best value are applied and that there is a positive impact on outcomes for pupils.
- The school works closely with pre-schools, secondary schools and other agencies to ensure that pupils with SEND are supported in their transition between different settings and phases in order for them to make good progress in all phases of their education.

Progress and outcomes

- The school has high expectations for all pupils and is committed to ensuring that all pupils make good progress and achieve well in relation to their abilities and starting points.
- The school encourages all pupils to aim high and have aspirational goals.
- The SENCo tracks the progress and achievement of pupils with SEND using the school's tracking and assessment procedures.
- Class teachers continually assess pupil progress.
- We measure children's progress in learning against National and age related expectations.
- The Head teacher challenges teachers in relation to progress for all pupils, including those with SEND.
- The SEN Governor works with the SENCo to monitor the impact of additional support for pupils. The SENCo reports to the governing body regarding the progress and attainment of pupils with SEND on a yearly basis and the SENCo meets with the SEN governor on a regular basis.

Working in partnership with parents.

The school actively promotes a culture of co-operation with all parents in order to enable each child to reach their full potential. In the case of pupils with SEND the school will work closely with parents enabling them to:

- Play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND Code of Practice.
- Make their views known about how their child is educated.
- Have access to relevant information, advice and support.

Should there be any complaints concerning special educational provision the school will follow the official Hampshire Complaints Procedure under provision of the 1988 Education Act

Implementation of this policy will be monitored through: pupil interviews; work sampling; class based observations; progress meetings and scrutiny of planning. This will be carried out in line with the school's monitoring programme.