



Special Educational Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 Years - January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0-25 Years (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions Dec 2015
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012 – (introduction updated June 2013, terminology updated July 2021)

The Policy has been developed in compliance with the DfE's SEND Reforms addressing measures outlined in the Children and Families Bill in Spring 2014 and the Children and Families Act 2014

While the code of practice and this policy is designed to help the school to make effective decisions regarding children with special educational needs, it does not state precisely what to do in each individual case.

There are four broad categories of SEN; we have children in all these categories of SEN;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

The 2015 Code of Practice states:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (from 2015 SEN Code of Practice: 0-25 years)

Everyone at Values Academy is committed to providing the conditions and opportunities to enable any young person who experiences special educational needs to be included fully in all aspects of school life. The Special Educational Needs Policy at Values Academy aims to support all young people who attend the School in reaching their potential.

Objectives

In order to meet the special educational needs of our students at Values Academy we must

- Identify the individual needs of all young people
- Provide intervention at a suitable level, developing individual, personalised learning programmes for young people with SEN
- Use a variety of teaching styles, and cater for different learning styles to allow young people with SEN to access the National Curriculum
- Use resources effectively
- Assess and keep records of the progress of young people
- Work with outside agencies who provide specialist support for young people with SEN
- Inform and involve the parents so that we can work together to support our students
- Encourage active involvement by the students themselves in meeting their needs
- Provide on-going training for all staff
- To value and encourage the contribution of all children to the life of the school

The Role of the Special Education Needs Co-ordinator (SENCO)

The School SENCO is responsible for the arrangements for SEN provision throughout the school. S/He

- Has responsibility for the day operation of the SEN policy
- Maintains a register of students with SEN, and ensures that the records on young people with SEN are up to date
- Creates pupil profiles based on individual pupil's needs
- Works closely with the School Leader and Senior Management Team, teaching and support staff in coordinating provision for our SEN students
- Creates IEPs based on EHCP outcomes, outlining strategies
- Liaises with the staff in school who have responsibility for child protection, attendance and family support issues
- Organises and facilitates induction assessments for new students and monitors throughout the academic year
- Works closely with the parents/carers
- Liaises with outside agencies to gain advice and support for young people with SEN
- Liaises with local authority/parents and post 16 provisions to support students with post 16 transition

- Organises and facilitates EHCP reviews and completes paperwork pre and post review
- Contributes to in-service training for staff regarding SEN issues

SEN Support Staff

The school employs Learning Mentors to provide support for students with SEN. They work with individual children and with small groups on very specific intervention programmes. They meet with the SENCO regularly to plan and review, and to adapt learning programmes they are delivering. They also deliver daily programmes of work for individual children who are unable to learn in a group situation.

Admission arrangements

Values Academy aims to help as many young people as possible. We will offer a place to a young person who is referred provided that:

- The parents/carers wish the young person to attend the school
- The young person's special educational needs can be met by the school
- Other students will not be disadvantaged
- Resources will be used efficiently

Values Academy has a duty under the Special Educational Needs and Disability Act not to discriminate against children with disabilities

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is oversubscribed, and it includes the operation of those criteria
- In terms on which the responsible body offers students admission to the school
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled

Access to the National Curriculum

Our provision is based upon National Curriculum subjects

- Setting suitable learning targets
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning

All teachers, the SENCO and mentors carry out an on-going process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Differentiation of the curriculum to match tasks to ability
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability

- Use of a range of teaching styles which recognise the individual learning styles of the children in the class
- Use of Learning Mentors to provide additional support in the classroom
- Small group and 1:1 teaching by SEN staff
- Alternative means of accessing the curriculum through ICT and personalised projects
- Values education programme which helps students clarify what is important in their lives and which helps to them to break down barriers and supports them in adopting a positive attitude towards learning
- Access to extra-curricular activities and to the social life of the school
- Extensive in-service training for all staff on the needs of children with SEN

Transition Arrangements;

To support our students through the transition stages we carry out the following process

- Carry out a transition review meeting with the students, local LEA and also in conjunction with the Careers service,
- We visit the vocational centres/sites/colleges/training providers with the students
- Sample days are offered to the students or broken down into smaller visits
- Where appropriate, travel training is carried out with the students via bus and/or train
- All SEND information passed to new school/college/vocational setting outlining specific needs and requirements.
- Support applications for concessionary bus passes if students are eligible to apply
- Support with completing post 16 education transport application
- Liaise with parents/carers through the whole process
- Appropriate help and guidance and person-centred approach
- The student is monitored for the first two terms of the new placement.
- Liaise with local authority around progress of consultations made to post 16 provisions

Social, Emotional, Behaviour and Mental Health Support;

We have very experienced and trained staff with good knowledge of Social, Emotional, Behaviour and mental health difficulties and work with an extensive range of outside agencies such as CAMHS, **social services** and family support. Annual reviews are how we fulfil our responsibility to the local authority and the young person by reviewing the EHCP with input from the young person, parents/carers and external agencies linked to the young person.

Reviewed November 2017

Reviewed May 2018

Reviewed July 2018

Reviewed September 2019

Reviewed September 2021

To be reviewed 2022

