Special Educational Needs and Disabilities (SEND) Policy

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Approved By	Full Board
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Contents

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

› Make sure the college implements national legislation and guidance regarding pupils with SEND

› Set out how the college will:

  o Support and make provision for pupils with special educational needs and disabilities

  o Provide pupils with SEND access to all aspects of college life so they can engage in the activities of the college alongside pupils who do not have SEND

  o Help pupils with SEND fulfil their aspirations and achieve their best

  o Help pupils with SEND become confident individuals living fulfilling lives

  o Help pupils with SEND make a successful transition into adulthood

  o Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

› Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

› Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

› Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Clyst Vale Community College is an inclusive college and will support students through universal, targeted and specialist forms of support, allowing them to make academic and social and emotional progress and achieve their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This policy is supported by a range of statutory guidance including:

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

› Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

› The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

› The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

› The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

› The governance guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND

› The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At Clyst Vale we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the college environment to make sure that pupils with SEND are included in all aspects of College life.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

> A significantly greater difficulty in learning than most others of the same age, or

> A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The college will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.
	Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCo, Assistant Principal, oversees all aspects of the department and reports to the Principal.

They will:

> Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made

> Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the College

> Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils

- Advise on the deployment of the college's delegated budget and other resources to meet pupils' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided

- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

- When a pupil moves to a different educational setting: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the principal and college governors to make sure the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Make sure the college ensures records of all pupils with SEND are up to date and accurate

- With the principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the college's plan for continuous professional development

- Regularly review and evaluate the breadth and impact of the SEND support the college offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- Prepare and review information for inclusion in the college's SEND information report and any updates to this policy

- With the principal and teaching staff, identify any patterns in the college's identification of SEND, both within the college and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer

- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the college alongside pupils who don't have SEND

- Inform parents/carers when the college is making special educational provision for their child

- Make sure that the college has arrangements in place to support any pupils with medical conditions

- Provide access to a broad and balanced curriculum

- Have a clear approach to identifying and responding to SEND

- Provide an annual report for parents/carers on their child's progress

- Record accurately and keep up to date the provision made for pupils with SEND

- Publish information on the college website about how the college is implementing its SEND policy, in an SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the college's accessibility plans

> Make sure that there is a qualified teacher designated as SENCO for the college that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

> Determine their approach to using their resources to support the progress of pupils with SEND

> [Make sure that all pupils are provided with independent careers advice

6.3 The SEND link governor

The College has a named link governor with oversight of SEND.

The SEND governor will:

> Help to raise awareness of SEND issues at governing board meetings

> Monitor the quality and effectiveness of SEND provision within the college and update the governing board on this

> Work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the college

6.4 The principal

The principal will:

> Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the college

> Work with the SENDCO and college governors to make sure the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

> Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

> Have responsibility for monitoring the college's notional SEND budget and any additional funding allocated by the LA to support individual pupils

> Make sure that the SENDCO has enough time to carry out their duties

> Have an overview of the needs of the current cohort of pupils on the SEND register

> Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

> With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the college's plan for continuous professional development

> With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the college offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

> With the SENCO and teaching staff, identify any patterns in the college's identification of SEND, both within the and in college comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

> Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach

> The progress and development of every pupil in their class

> Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

> Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the college
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the college if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly three annual meetings with members of the SEND Department to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside college and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with college staff, agree their aspirations for the pupil
- Given annual reports on the pupil's progress

The college will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

The college publishes a SEND information report on its website, which sets out how this policy is implemented in the college.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Clyst Vale Community College, SEND can be identified in any of the following ways:

- Through information gathered from primary schools during transition meetings and Year 6 annual reviews prior to the transfer of students to Clyst Vale Community College.
- GL assessments in Literacy and other baseline testing carried out in the Autumn Term for Year 7.
- Screening for Literacy and Numeracy.
- Tracking and monitoring student progress on a regular basis

- Observations in class
- Teacher feedback following the graduated response process.
- Parental concerns
- Student concerns
- Form Tutor, subject teacher, and pastoral leader concerns
- Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

We recognise the benefits of early identification of needs and following a graduated response when responding to these needs

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the college, and:

> Their previous setting has already identified that they have SEND

> They are known to external agencies

> They have an education, health and care plan (EHCP)

then the college will work in a multi-agency way to make sure we get relevant information before the pupil starts at college so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The college will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

> Everyone develops a good understanding of the pupil's areas of strength and difficulty

> We take into account any concerns the parents/carers have

> Everyone understands the agreed outcomes sought for the child

> Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The college may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system Brom Com and will be made accessible to staff in a pupil passport.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's subject teachers retain overall responsibility for their progress.

Where the plan involves group or 1-to-1 interventions away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the college's SEND register. These pupils have needs that can be met by the college through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the college's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the college's based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the college's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated college grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

> Tracking pupils' progress, including by using provision maps

> Carrying out the review stage of the graduated approach in every cycle of SEND support

> Using pupil questionnaires

> Monitoring by the SEND Departments

> Holding annual reviews for pupils with EHC plans

> Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from college due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The principal and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the college's plan for continuous professional development.

12. Links with external professional agencies

The college recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the college will work with external support services such as:

- Devon County Council Advisory Teachers: SEMH, C&I, P&S, Devon Dyslexia Outreach
- Devon well-being and inclusion services
- Ethnically diverse education achievement service (EDEAS)
- Virtual School
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- School attendance support teams
- Social services
- Careers South West

13. Admission and accessibility arrangements

Criteria for admissions are set out by the Local Authority which manages all student admissions. Specific consultations are made if a student involved in an application for admission is already the subject of an EHC

Plan. This ensures effective transitions between settings through planning and collaboration amongst the professionals involved.

13.2 Accessibility arrangements

> Clyst Vale Community College uses it's accessibility plan to ensure disabled pupils are not treated less favorably than other pupils. We have reviewed their participation in the curriculum, the availability of accessible information and the physical environment of the college.

> Our accessibility plan can be found on the college website.

14. Complaints about SEND provision

Where parents/carers have concerns about our college's SEND provision, they should first raise their concerns informally with the Deputy Principal, SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally via the formal complaints policy.

If the parent or carer is not satisfied with the college's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

> All staff's awareness of pupils with SEND at the start of the new academic year

> How quickly pupils are identified as having SEND and the actions taken regarding this

> Pupils' progress and attainment once they have been identified as having SEND

> Whether pupils with SEND feel safe, valued and included in the college community

> Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the full governing board **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents

> SEND information report

> Devon local offer

> Accessibility plan

> Behaviour policy

> Equality information and objectives

> Supporting pupils with medical conditions policy

> Attendance policy

> Safeguarding / child protection policy

> Complaints policy