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## Special Educational Needs and Disabilities (SEND) POLICY

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**Leader of SEND:** Dawn Broom  
**SEN Governor:** Usma Saeed

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<b>Governors/Committee Meeting:</b>	Full Governors
<b>Signature of Chair:</b>	
<b>SLT Link</b>	D Partington (SENCO)
<b>SEN Governor</b>	U Saeed

## **SEND Policy to Ensure the Successful Inclusion of Students with Special Educational Needs and Disabilities at Fir Vale School**

Fir Vale School is committed to ensuring all students have access to a broad, balanced and appropriate curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. Our guiding principle is one of **inclusion**. We seek to identify, break down and remove barriers to learning.

At Fir Vale School we recognise that it is the teacher's responsibility to meet the needs of all the children in their class through teaching style, differentiation, organisation, resourcing and use of support. Then, if a pupil does not make expected progress this pupil may be identified as having Special Educational Needs/Disabilities (SEND).

'A child or young person has SEND 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 provided for others of the same age in mainstream schools or mainstream post-16 institution.

Children and young people with disabilities do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.'

The specific objectives of our SEND policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met through 'quality first' teaching and targeted intervention where required
- to ensure all children and young people receive an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential
- to ensure that all learners make the best possible progress, achieve their best and become confident fulfilled individuals who make a successful transition into adulthood
- to ensure parents are informed of their child's special needs and are fully involved in supporting their learning and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.
- to ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

### **Identification and Assessment of special educational needs**

The school is committed to early identification of special educational needs.

We work exceptionally closely with our feeder primary schools to ensure accurate data and information transfer and appropriate and thorough SEND transition from KS2 to KS3. If a child is on the SEND register when they transfer to us we keep them on the register, and ensure close monitoring during the first year at Fir Vale. Some identified students receive an extended SEND transition programme tailored to match their needs. This may start early in the Summer Term, whilst still in Y6.

In the first term at Fir Vale all students complete a range of base line assessments, which are used to monitor future progress, select appropriate sets and help identify or tailor SEND needs and provision.

Following transition all students' progress (both academic and social, monitored through progress trackers, Behaviour Watch, progress meetings and Tier meetings) is regularly and closely monitored.

Students develop and learn at different rates. Quality First teaching supports individuals and groups of pupils and high quality planning, teaching, assessment and evaluation caters for a wide range of abilities, aptitudes and needs. Whereas most children benefit from this approach and make good progress, other children may at some point require more support.

All our staff are alert to emerging difficulties and if they are concerned that a student, who is not already identified as having SEND is not making appropriate progress they respond quickly through an intervention request to the Leader of SEND (they also send such a request for students on the SEND register who are not making reasonable progress).

Also, as parents know their children best it is important that parental concerns are listened to and investigated by the SEND team. Any concerns raised by pupils themselves are also noted and followed up.

On receipt of a parental or school intervention request the Leader of SEND will communicate with relevant teaching and support staff to ascertain the level of in-class differentiation that has been put in place for the individual and then determine the extent and nature of the problem. The Leader of SEND will then use this information and work closely with the student and parents to arrange for appropriate SEND assessments to be carried out.

We believe that identifying additional needs at the earliest point and then making effective provision improves long-term outcomes for the child or young person. Responses to pupil SEND are made with a graduated response in line with the 2015 Code of Practice.

### **Provision/action that is additional to or different from that available to all**

All Fir Vale teachers are teachers of SEND, Literacy and ELD (English Language Development) and have responsibility for planning lessons that are accessible to all. The varying needs of students should be addressed through personalised learning and through appropriate differentiation wherever possible.

Additional provision is available to ensure students have the necessary skills to access the curriculum independently.

Additional provision includes:

- Support from the Learning Mentors and or SSO (Student Support Officers) team - including one to one and group sessions such as Nurture, Theraplay or bereavement counselling - for students with SEMH (Social, Emotional and Mental Health), improving 'Behaviour for Learning' and overall well-being in order to ensure access to a mainstream curriculum
- In-class support to provide targeted support and increased personalisation to allow students with SEND to access a mainstream curriculum
- Additional Literacy and Language Development lessons for students with MLD (Moderate Learning Difficulties) and SpLD (Specific Learning Difficulties such as Dyslexia and processing difficulties), to improve literacy and increase access to a mainstream curriculum
- Small group and individual structured literacy support to improve literacy and independent access to the curriculum
- Specialist Speech and Language intervention
- Specialist ASD intervention

- Physiotherapy to support motor co-ordination and physical difficulties
- Liaison and consultation with outside agencies to ensure appropriate support is provided
- Specialist equipment to ensure full physical access for all students.

## **Multi-agency Support**

If, despite quality first teaching being in place with additional support and intervention, the school has evidence that a student is making insufficient progress, further advice and support will be sought from outside professionals. These professionals are invited to contribute to the monitoring and review of progress. Students and parents are fully involved and kept informed about the involvement of external agencies and proposed interventions. External support services play an important part in helping the school identify, assess and make provision for students with Special Educational Needs.

Multi-agency support includes:

- Regular visits from the nominated MAST caseworkers and Educational Psychologist and Social Services
- Core Assets Children's Services – Independent Advice Support Worker
- Specialist Advisory Teaching Services for children with sensory impairment or physical difficulties
- The extended Family of Schools Exceptional Needs project and SEND support worker
- Speech and Language therapist intervention and contribution to the reviews of students with significant Speech and Language difficulties
- Weekly referral/progress meetings
- Regular liaison with Visually Impaired and Hearing Impaired support teachers and other health professionals from Ryegate or CAMHS
- The North Prevention team
- The Sheffield Futures IAG (Information, Advice and Guidance Advisor)
- Liaison between the ECT (Extended Curriculum Team), school and our alternative providers
- Regular liaison with our PCSOs

## **Communication of Need**

All teachers and support workers have easy access to the SEND information for all students through SIMS. This includes the student's SEND status, their SEND need and additional needs, their targets or IEP, their base data and progress data.

In addition to this there is a SEND folder in the staff shared drive with guidance and useful strategies for different SEND conditions as well as guidance on making the most of LSA support.

Also, following any internal or external assessment the recommendations are forwarded by email to all relevant teachers and saved in student's SEND files.

IEPs are produced for students with a Statement of Educational Need (currently converting to EHC Plans) stating targets, provision and appropriate strategies for support. IEPs are shared with all teaching staff. These ensure the needs of students are met and that in-class support, individual and group work and support strategies are effective in increasing access to the curriculum.

## **Provision Mapping**

Additional provision mapping is recorded on Behaviour Watch along with ELD and Pastoral interventions providing a clear map of whole school additional provision. The provision map identifies the provision available for SEND students in each year group and the interventions individual students receive.

## **Monitoring and Reviewing Progress**

School Action and School Action Plus is now fully replaced by SEND Support and embedded in the school.

The progress of students at SEN Support is reviewed by the School's SEND team and communicated to student and parents at least three times per year through...

- A meeting with one of the SEND team at Parents Evening
- A meeting with one of the SEND team at the SEND 'Parents meet the Specialists' annual event
- At arranged meetings with the SLT link (SENCO) or Leader of SEND
- An arranged meeting with another member of the SEND team
- A phone call and discussion with one of the SEND team

We are currently working with the Local Authority to transfer the statements of SEND to an Education and Health Care Plan 0-25 (EHC plan).

For students who have a Statement of SEN or an EHC Plan, their statement or plan will be reviewed annually (with parents and student and other invited specialists) and a report provided for the Local Education Authority. In addition to the annual review at least two other contacts with student and parents will be made through the arrangements listed above.

## **Next stage Transition Planning and Support**

The school makes extensive use of our IAG Advisor (Information, Advice and Guidance Advisor from Sheffield Futures). The IAG works very closely with the SEND team and is invited to all appropriate SEND reviews and more recently the EHC Plan meetings with Y11 students.

The IAG Advisor meets with the SEND students for their introductory IAG interview during Y10, so that early planning and preparation can take place.

The IAG Advisor will usually visit colleges together with the student, a member of Fir Vale School staff and parents to enable students and parents to make informed decisions about their next steps after Y11.

The IAG Advisor is also available to attend college interviews with students if appropriate.

The IAG Advisor works with KS4 Learning Mentor and colleges to plan individual transition programmes for SEND students. These can include support with travel, attendance at college for a day per week, until the student feels comfortable about starting at the college in the September.

## **IAG support for V2V (KS4 Vision to Vocation) students**

The IAG Advisor supports Y9 students when making the decision to start on the V2V programme at guidance choice time. The IAG Advisor works closely with school and V2V students to organise a series of visits to local colleges. These visits are tailored for our V2V students, so they are able to see suitable and appropriate courses available to them at the right academic level.

After the series of visits, the IAG Advisor works in the classroom with the students to support their UCAS Progress applications.

All V2V students have an individual IAG Advisor interview which parents are also invited to.

At every stage of the UCAS Progress application process, support is given by checking all replies have been made and also through attendance at information events.

## **Continuing Professional Development**

The school makes an annual audit of training needs for all staff taking into account school improvement priorities as well as personal professional development. Our mantra of 'Every teacher a teacher of SEND, Literacy and ELD' is reflected in the CPD offered to staff. Every INSET and twilight training includes sessions on these areas. Also, a comprehensive package of SEND training is in place and delivered through the Learning Zone on a weekly basis. The Leader of SEND takes responsibility for prioritising the SEND training needs of staff.

## **Parent Engagement and Support**

If we think a child needs to be placed on the SEND register, parents are fully involved (see Identification and Assessment of Special Educational Needs).

If we think a child needs to be taken off the SEND register parents are fully involved. The progress of students at SEN Support is reviewed by the School's SEND team and communicated to student and parents at least three times per year.

Parents are invited to all reviews and are asked to complete a questionnaire to share their views about their child's progress and support.

We now hold an annual event... 'SEND: parents meet the Specialists'. Following a review of the very successful 2014 event this will now take place in the Autumn Term every year, with every parent of a student with SEND being invited. The event includes an informative presentation followed by introductions to and time to meet, internal and external SEND specialists and to sign up for future parent workshops.

The school will provide information about the Parent Partnership Service to all parents of students with Special Educational Needs. Parents of any student identified with SEND may contact the Parent Partnership Service for independent support and advice.