



CRAMLINGTON LEARNING VILLAGE SEND Policy

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SEND Policy
Cramlington Learning Village
Special Educational Needs and Disability (SEND) Policy

INTRODUCTION

The aims of education for students with difficulties, disabilities and other special needs are the same as those for all students. The support needed in progressing these aims will be different.

All students are encouraged to pursue excellence and to work to the best of their ability. We want all students to be able to experience a feeling of success and achievement. All teachers are required to develop strategies which allow them to respond to a wide range of student needs.

Principles

- All students are entitled to experience success and be challenged to work to the best of their abilities
- Students with SEND are fully included in the school community
- Students with SEND should be taught with their peers for as much time as possible
- Special needs provision is more effective if students and parents are involved
- Each student has the entitlement to have his/her particular needs recognised and addressed and any special provision made should relate to the individual needs of the student
- Students who experience social, emotional, and/or mental health difficulties have special educational needs and/or disabilities. These students will experience the same graduated approach as students with other types of difficulty or disability
- The best approach to meeting students' special education needs is a problem solving approach developed collaboratively by colleagues
- Resources are targeted to provide maximum benefit to students

Aims

- To ensure that students with special educational needs are identified.
- To work closely with parents and primary schools' SENCOs to ensure appropriate transfer of information relating to students' abilities and needs
- To ensure the fair and appropriate use of available resources in order to secure the best possible outcomes for students
- To work closely with parents and support agencies to ensure clear communications and sharing of expertise in the best interests of the student
- To ensure that students with special educational needs are fully integrated into the school community
- To provide differentiated work both within and beyond the remit of National Curriculum requirements
- To provide individualised programmes where appropriate, and ensure that all students identified as having special educational needs regularly have their progress assessed, monitored, recorded and reviewed



1. Context

Our School promotes high standards and all students, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support students with SEND e.g. communication and interaction difficulties, cognition and learning difficulties, social, emotional or mental health problems or sensory or physical needs. We have high expectations of all students and staff and we believe that it is the entitlement of all students to have the opportunity to achieve their full potential.

2. Legislation

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) 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 years (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEND Code of Practice (2001) are as follows:

- Now covers 0-25 year olds and includes guidance relating to disabled students and young people as well as those with SEND
- Focuses on the participation of parents, students and young people (CYP) in decision making
- Focuses on high aspirations and improving outcomes for students
- Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- Gives guidance on publishing the Local Offer (the Local Authority produced guidance on services available for children and families related to special educational needs and disabilities) for support
- Gives guidance for education on a graduated approach to identifying and supporting children and young people (CYP) with Special Educational Needs (SEND) Support. This replaces School Action and School Action Plus
- For students with more complex needs a coordinated assessment process and the new 0-25 years Education, Health and Care plan (EHC plan) replace Statements of Special Educational Needs and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition into adulthood

3. Definition of SEND

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

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

A student 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 institutions*

The definition of disability in the Equality Act (2010) states students with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes students with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

4. Broad Areas of Need (See Appendix 1)

4.1 There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

4.2 When students are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Students with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

4.3 All students have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

4.4 When additional specialist advice and support, beyond what are offered in school, is necessary, we contact the appropriate external agencies such as the Locality Inclusion Support Team (LIST) and work closely with them to promote the student’s well-being and development. Our Local Offer provides further information about the agencies we work with.

5. Identification of ‘SEND’

5.1 A key principle under the Code (July 2014) is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behavioural difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the student to prepare for adult life”.

5.2 Some students arrive at our school with identified special educational needs, in which case the SENCo will liaise with the previous school or setting to ensure there is a smooth transition and continuity of provision.



- 5.3 If, during a student's time at our school, teachers have concerns about student progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There would be a period of monitoring and review, including an analysis of the student's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the student (if appropriate) and the student's parents, a student may be identified as having SEND and appropriate provision will be made.
- 5.4 If parents have any concerns about their child they should contact their child's Learning Guide in the first instance. Alternatively, they may make an appointment to see the Learning Manager, SENCo or the Head teacher.
- 5.5 Many students may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

6. SEND Provision

- 6.1 Where a student is identified as having SEND we work in partnership with the student (if appropriate) and parents to establish the support the student needs. Once a student's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that student. The views and wishes of the student and their parents are central to these discussions.
- 6.2 An Intervention and Support Plan is written. This is aimed at removing barriers to learning and putting effective provision in place that is reviewed termly. Other areas of development are also included in the plan such as independence skills. Parents are invited to discuss this plan; their child's progress, support and targets. Targets on the Intervention and Support Plan are linked to the needs of the student which are either identified on their Education and Health Care Plan or via other data such as Key Stage 2 information and assessments carried out in school. Teachers, the SENCo and Keyworkers are available for further discussion by appointment through the school office.
- 6.3 We adopt a graduated approach with four stages of action: assess, plan, do and review (See Appendix 2). This cycle of action is revisited regularly. Parents are asked to contribute their insights to this approach. Intended outcomes are shared and reviewed with the student (if appropriate) and parents as well as staff within the school.

7. Our school's graduated approach to SEND

Level 1:

Quality First Teaching (QFT)

Students receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some students at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2:

Additional School Intervention

Continued or increased concern may lead to students receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo, Learning Development Team and teachers will work collaboratively to plan and



assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought.

Level 3:

High Need

Where a student continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENCo, Learning Development Team and teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the student and the student's progress. If support is not impacting on the student's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

8. Education, Health and Care Plans

The school will:

- Meet its duty to respond to the local authority within 15 days, if it is named on a student's EHC plan.
- Admit a child when the school is named in their EHC plan.
- Ensure that all those teaching or working with a student with an EHC plan, are aware of the student's needs and what arrangements are in place to meet them.
- Request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a student's needs significantly change.
- Ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Invite all those involved with the student to the meeting, giving at least 2 weeks' notice.
- Seek advice and information about the student prior to the annual review meeting from all parties invited.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

9. Home School Partnership

- 9.1 At our school we recognize that parents know their children best. Parents are always welcome to discuss their child and their views are respected, their concerns are taken into consideration at all stages of the SEND procedure.
- 9.2 All parents and /or carers are invited to meet with their child's Learning Guides termly and subject teachers annually, as well as receiving regular review data and an annual report. Parents also have access to current information including review data on the Parent's Portal of the school website.
- 9.3 Parents of children identified as having SEND are invited to Learning Reviews once a term at which their child's progress, Intervention and Support Plan detailing the additional support, interventions and targets are discussed and agreed.
- 9.4 There are also regular Parent in Partnership meetings and Information Evenings at the beginning of each academic year.



10. Student Views

- 10.1 Students' views matter to us.
- 10.2 All students are aware of their termly targets and are encouraged to self-review against these. As part of the review process, students with SEND, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- 10.3 For their annual review students with Statements of SEND or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they receive from the Learning Development Team.
- 10.4 In order to ensure the most effective SEND provision, the SENCo has the following procedures in place:

SENCo and/orAssistant SENCo:

- Fortnightly meetings with the Deputy Head Teacher.
- Fortnightly meetings with the SLT (including the Head teacher, Deputy Head)
- Regular meeting with the Governor responsible for SEND.
- Fortnightly meetings with Learning Managers to discuss students on the SEND register and their provision, as well as further meetings and discussion as required.
- Regular meetings with the Learning Development Team

Keyworker:

- Keyworkers from the Learning Development Department meet with subject teachers termly to discuss and plan for meeting the needs of students on the SEND register.
- Keyworkers also attend Learning Reviews.

11. Role and responsibilities: SENCo

The SENCo will:

- 11.1 Be a qualified teacher.
- 11.2 Collaborate with the Governing Body and Headteacher, as part of the School Leadership Team, to determine the strategic development of SEND policy and provision in the school.
- 11.3 Work with the School Governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 11.4 Undertake day-to-day responsibility for the operation of SEND policy.
- 11.5 Coordinate the specific provision made to support individual students with SEND, including those who have EHC Plans.
- 11.6 Advise on a graduated approach to providing SEND support.
- 11.7 Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- 11.8 Liaise with the parents of students with SEND.



- 11.9 Liaise with primary schools, other schools, Locality Inclusion Support Team (LIST) professionals, health and social care professionals, and independent or voluntary bodies.
- 11.10 Be a key point of contact with external agencies, especially the LA and LIST.
- 11.11 Liaise with the potential future providers of education to ensure that the student and their parents are informed about options and a smooth transition is planned.
- 11.12 Provide a profile of the student or young person with SEND on FROG for all staff to access.
- 11.13 Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- 11.14 Be familiar with the provision described in the Local Offer and be able to work with professionals who provide a support role to the family.
- 11.15 Ensure, as far as possible, that students with SEND take part in school activities together with those who do not have SEND.
- 11.16 Ensure that the school keeps the records of all students with SEND up-to-date.
- 11.17 Inform the student's parents that SEND provision is being made, where the student does not have an EHC Plan.
- 11.18 Keep the school SEND Provision information on the school website up to date.

For other roles and responsibilities see Appendix 3

12. Staff Development

The school is committed to providing INSET and staff development of which SEND is a regular element. The school monitors, reviews and develops all teachers and support staff's understanding of strategies to identify and support students with SEND.

13. Complaints

Should parents or students be dissatisfied with the support provided they should discuss their concerns directly with the school as described on the SEND Information on FROG or the school's Complaints procedure. If, for whatever reason, this does not resolve the issue, they may make a formal complaint via the school's existing complaints procedure.

14. Conclusion

Our intention is to provide the opportunity for all students, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and students' views are listened to.

15. Related policies

This policy should be read in conjunction with other school policies particularly:

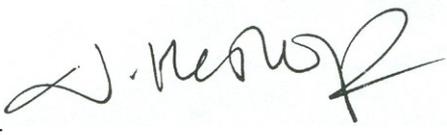
- Admission Policy
- Behaviour Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy



Review of policy

A copy of this policy was agreed by the Governing Body

Date Completed: 30 /11/15 .

Signed:  Date: 14/03/2016



Appendix 1 Broad areas of need from Code of Practice (0-25) years 2014

Communication and interaction

- . 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- . 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum, and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- . 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- . 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. The Department for Education publishes guidance on managing students' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

- . 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.
- . 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



- **Assess** - in identifying a student as needing SEND support, the teacher, working with the SENCo and/or the Learning Development Team, the student (if appropriate), and the student's parents, carries out an analysis of the student's needs. This assessment draws on the teacher's assessment and experience of the student, their previous progress and attainment, as well as any other available data e.g. rate of progress, attainment, and behaviour etc. This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the student. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional / SEND support, and having notified the parents, the teacher, the SENCo and/or the Learning Development Team agree, in consultation with the parent, the desired outcomes. Interventions, and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the student are made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **Do** - The teacher remains responsible for working with the student on a daily basis. With support from the SENCo and/or the Learning Development Team, the teacher may oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the student. The SENCo and/or the Learning Development Team supports the teacher in assessing the impact of the action taken, in problem solving and in advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support / interventions are reviewed, in line with the agreed date, by the teacher, SENCo and/or the Learning Development Team taking into account the student's parents and the student's views. This review should feedback into the analysis of the student's needs. The support is reviewed in light of the student's progress and development, and a decision taken on any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.



The **governing body** has a responsibility to:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all students with SEND, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a student or young person's SEND.
- Designate an appropriate member of staff (the SEND co-ordinator or SENCO) as having responsibility for co-ordinating provision for students with SEND.
- Appoint a designated teacher for 'looked after' students where appropriate.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for students with disabilities.
- Publish annual information about the arrangements for the admission of students with disabilities, the steps taken to prevent students from being treated less favourably than others, the facilities provided to assist students with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and students through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a student with SEN, in line with their EHC plan.
- Review the SEND Policy in light of changes to legislation.

The **Headteacher** has a responsibility to:

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the student's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCo has sufficient time and resources to carry out their functions.
- Provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support SEND students

Class/subject teachers must:

- Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents, the SENCO and/or the Learning Development Team and, where appropriate, the student themselves.
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.



- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.