



**STOUR VALLEY**  
COMMUNITY SCHOOL

## **Special Educational Needs and Disability Policy**

**SEND Policy**  
Date approved: **June 2020**  
Next review date: **June 2021**

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All members of staff, in conjunction with the authorities (Governing Body and Local Authority (LA)) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

Stour Valley Community School is committed to meeting the needs of all students with special educational needs (SEND) so that they can achieve their potential academically and socially. The aim of this policy is to remove barriers to success, whether they stem from the classroom approach to learning, the physical nature of the learning environment or the social nature of the student's life in school.

### What is SEND?

*The 2014 Code of Practice says that:*

*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 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.*

Students have a SEND if they have difficulty accessing the curriculum, temporarily or in the long term, which calls for special educational provision to be made for them. There are 2 categories of SEND which are School Support (K) and Education, Health and Care Plans (EHCP).

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age.

SEND provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. This could be instigated through a discussion with parents or staff. Following consultations, parents and staff will be informed that the student has a SEND and appropriate provision identified to meet the needs of the student will be made. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

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The following are not considered SEND but may have an impact on progress and attainment:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under Disability Equality Legislation- these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

#### Assessment and provision for students with SEND

Data is used to track student progress. Students will be set challenging targets. The Learning Support Team’s role, alongside class teachers, is to support students in attaining their targets. Individuals who are not making the expected progress in school are identified by staff and discussions take place concerning why students are experiencing difficulty and what further support can be given to aid their progression. Progress is discussed with parents and comments are made against each target to show what progress the student has made. If the targets have not been met, the reasons for this will be discussed, and then the target may be adapted. Our graduated approach aims to ensure students have timely and appropriate interventions matched to their needs. Progress is then reviewed through tracking and monitoring.

Progress is tracked by

- Reviewing attainment including interventions;
- Reading and spelling ages are assessed annually;
- Informal feedback from staff;
- Learning Support Assistants (LSA) notes after lessons.

Progress is discussed with parents and students at review meetings. To support progress tracking staff may use

- Start and end point assessments;
- External reports;
- Student feedback;
- Parental feedback;
- School reports;
- Teacher feedback.

SEND records are maintained and updated by the Learning Support Team. The records are stored securely in the SEND office and are only accessible by the SEND team.

The table below shows provisions and interventions that are available at Stour Valley Community School for each stage of the graduated approach and against each category of need. It also shows examples of external provision. Additional support may be triggered when limited progress is being made. For example, if a student is not making progress through Wave 1 provisions, then they may move onto a Wave 2 provision.

Category of Need	Wave 1 (Quality First Teaching – whole school)	Wave 2 (Additional support e.g. Targeted work for particular groups)	Wave 3 (Intensive support e.g. Individualised interventions)	Examples of External Provision
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>To utilise support included on school profiles for students</li> <li>Extra take-up time for responses to questions or contributions to group discussion.</li> <li>Extra time for activities (e.g. written work, practical activities)</li> <li>Using practical activities and experiential learning, including work with concrete/visual materials and objects of reference to establish concepts and skills.</li> </ul>			Speech and Language Therapist Specialist Teachers Educational Psychologist
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>Using practical activities and experiential learning, including work with concrete/visual materials and objects of reference to establish concepts and skills.</li> <li>Opportunities for student/young people to transfer/generalise their learning in different contexts.</li> <li>Opportunities for revision and over learning.</li> <li>Access to groups where students are working with peers of similar levels.</li> </ul>	Maths Catch-up Passport Maths Literacy Catch-up Accelerated Reader Homework Club Reading Recovery TRUGs	1:1 Literacy 1:1 Maths Toe by Toe TRUGs Power of 2 Beat Dyslexia	Educational Psychologist
<b>Social, mental and emotional health</b>	<ul style="list-style-type: none"> <li>Access to grouping that enables students to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.</li> <li>Teaching methods include the use of visual aids, objects of reference, signalling and signing to support understanding and the development of language in lessons.</li> </ul>	Social Skills Group Pastoral Support Mental Health Group	Rainbows	CAMHS (mental health) CISS (County Inclusion Support Service) Clinical Psychologist
<b>Sensory and / or physical</b>	<ul style="list-style-type: none"> <li>Clear classroom routines supported by visual cues.</li> <li>Teaching and learning which is multi-SENdsory and well structured.</li> <li>Strategies to develop and extend listening and attention.</li> <li>Flexibility in timetabling (reduced movement from different classes or leaving class early to avoid crowds at transition points)</li> <li>Access to everyday assistive devices which aid access to the curriculum (sloping writing surfaces, pencil grips, a range of scissors eg left handed, laptop, alpha smart, scribe.)</li> </ul>	Handwriting Support		Input from Specialist Teacher Specific Equipment (tables/hoists) Occupational Therapy Physiotherapy

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#### How the school's resources are allocated and matched to student's SEND needs.

- All students who have SEND have those needs met to the best of the school's ability with the funds available.
- The SEND budget is agreed by the Governing Body and is made up from SEND money allocated by the Education Funding Agency, Suffolk County Council and Essex County Council.
- The team of LSAs are funded from the SEND budget and deliver programmes designed to meet the needs of students in class, in groups or on a 1-1 basis.
- The ASDAN qualification is available to selected students in Years 10 and 11.
- Where appropriate courses which are below GCSE level are available on an individual basis.
- The site is fully accessible with a lift to the first floor and wheelchair lifts.

#### How the decision is made about what type and how much support my student will receive.

- The SENDCO will review documentation, discuss the student's needs with relevant colleagues and decide on an appropriate level of support.
- Different students will require different levels of support in order to bridge the gap to achieve age expected levels.
- The Pastoral Team regularly review progress and implement interventions whether or not the student is on the SEND register or has an EHCP.

#### How we know if it's making an impact.

- By reviewing student's targets on their profile and ensuring they are being met.
- Checking that the student is making progress academically against national or age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and student.
- A student may be removed from the SEND register when they have made sufficient progress.

#### Specialist Service and Experience

- The SENDCO is fully qualified and accredited.
- The school works closely with any external agencies which are relevant to individual student's needs.
- All staff have annual training on a range of SEND needs. Training and updates are provided as required.
- SEND staff have access to a wide range of resources stored in the Learning Support office.

#### How the school will prepare and support your student when joining the school and transferring to a new school.

- All new students are encouraged to visit the school prior to starting. Transition days are run for Year 6 students in collaboration with primary schools, allowing students to spend time in the school and meet the teachers. Year 6 SEND students are visited in their primary schools to obtain comprehensive feedback on their development including strategies already in place. Students with a Statement or EHCP will be offered a bespoke package of transition activities.
- When a student is transferring from Stour Valley Community School to another educational establishment the SENDCO liaises closely with other education settings and provides information as requested.
- Files will be transferred between institutions in a timely fashion.

### Medical

Any serious medical issues will be highlighted through the EHCP or the SVCS Healthcare Plan.

### Evaluation of SEND Support

The effectiveness of the policy will be evaluated in the following ways:

- The level of progress an individual student makes.
- By developments in teachers' practice and awareness of special needs and how to support students.
- The extent to which modification to curriculum and teaching strategies for individual students have been incorporated into classroom culture.
- The extent to which the general curriculum has been developed in response to meeting the needs, interests or aptitudes of students.

This will be monitored by the SENDCO and the SLT through the school's self-evaluation process. The SENDCO will prepare reports to the school's Governing Body.

The Governing Body will:

- ensure that the necessary provision is made for any student who has SEND to ensure that, where the school has been informed that a student has SEND, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying, and providing for, students who have SEND;
- ensure that a student with SEN has equal access to activities in school together with students who do not have SEN, so far as is reasonable, practical and compatible with the student receiving the special educational provision and the efficient education of the students with whom they are educated and the efficient use of resources.

The Governing Body will ensure that:

- the SEND policy is regularly monitored, evaluated and reviewed;
- the effectiveness of the school's work on behalf of students with SEND are considered and reported on regularly;
- in light of the above consider whether the policy needs amending.

### Complaints procedure

The majority of concerns from parents, carers and others are handled under the following general procedures.

The procedure is divided into four stages;

- Stage 1 – A concern is raised informally with a staff member.
- Stage 2 – Formal complaint is heard by the complaints co-ordinator or an appropriate member of staff.
- Stage 3 – Complaint is heard by Headteacher.
- Stage 4 – Complaint is heard by Governing Body's Complaints Appeal Panel.

The procedures are explained in more detail in the school's complaints procedures.

### Useful Contacts

SENDIASS (formerly Parent Partnership) - 01473 265210

Suffolk Local Authority (Education) - 0345 6077055

SEND Guide for Parents and Carers

<https://www.gov.uk/government/publications/SENDd-guide-for-parents-and-carers>

Suffolk Local Offer <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

Essex Local Offer <http://www.essexlocaloffer.org.uk/>

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