

Sandhill View Academy



SPECIAL EDUCATION NEEDS AND INCLUSION

Rationale:

Sandhill View Academy (SVA) is committed to providing an appropriate and high quality education to all the pupils living in our local area. We believe that all pupils, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

SVA believes that all pupils should be equally valued in school. SVA will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

SVA is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that SVA will treat all learners in the same way, but that SVA will respond to learners in ways which take account of their varied life experiences and needs.

SVA believes that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, attainment or background. SVA pays particular attention to the provision for, and the achievement of, different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners with disabilities
- those who are most able
- those who are gifted and talented
- those who are least able
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any learners who are at risk of disaffection and exclusion

This policy describes the way SVA strives to meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social and mental health issues, or may relate to factors in their environment, including the learning environment they experience in school. SVA recognises that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. SVA believes that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At SVA the aim is to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

SVA sees the inclusion of pupils identified as having special educational needs as an equal opportunities issue, and aims to promote inclusion through our staffing policies, relationships with parents/carers and the community. SVA believes in an SEND approach that focuses on differentiated and additional provision to ensure inclusion. The SEND Coordinator and SEND Governor is Ms Sally Holt.

Objectives

1. To ensure the SEND and Disability Act and relevant Code of Practice (June 2014) and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, pupils with special educational needs and/or disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum*.
(*Except where disapplication, arising from a Statement/EHCP occurs; disapplication is very rare, and we aim to offer the full curriculum to all our pupils).
5. To provide specific input, matched to individual needs, for those pupils on the SEND Register.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that SVA is able to meet the needs of as wide a range as possible of pupils who live in our catchment area and those to whom the Local Authority offer school placements.
8. To enable pupils to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of life post-16.
9. To involve parents/carers where possible at every stage in plans to meet their child's additional needs.
10. To involve the pupils themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision

1. The SEND information report for parents is on the school web site.
2. The SENDCO and/or SEND staff are available to discuss any additional needs or concerns and to conduct SEN reviews termly.
3. Staff are encouraged to alert the SEND Department to newly arising concerns through SVA review procedures.
4. Targets arising from SEN meetings and reviews will be used to inform and support whole class approaches to inclusion e.g. differentiation, varied teaching styles.

5. The SENDCO monitors planning for SEND support for different individual/groups.
6. The SENDCO, together with the SLG and subject leaders, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
7. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual SEND budget and in the case of those pupils with sensory impairment, through the LA resourced funding. The support timetable is regularly reviewed by the SENDCO and the SEND team in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Some additional support is funded through individual allocations from the LA.
8. Support staff, class teachers, the SENDCO and outside agencies liaise and share developments in order to inform reviews and planning.

Specialised Provision

Within SVA there is resourced provision for those pupils with HI.

The school employs three specialist teachers and four specialist support staff.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** pupils is used to identify pupils who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment performed by feeder school
- End of key stage SATs
- Standardised tests on entry to SVA
- Observations and reports e.g. behavioural, emotional and social development
- Existing records or Statements of SEN/EHCPs
- Assessments performed by external agencies
- Another school or LA which has identified, or has provided, for additional needs

Based on observations and assessment data and following a discussion between the subject leader/ teacher, SENDCO and parent, the pupil may be recorded as needing **SEN support**.

They will access a combination of:

1. A differentiated curriculum and quality first teaching within the class.
2. **SEN Support** through the involvement of outside agency advice, a support plan and termly SEN reviews.

Differentiated Curriculum Provision/Quality First Teaching.

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *SEN Code of Practice*.

SEN Support

Provision at this level usually includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the pupil's progress.

School Request for a Statutory Assessment

For a pupil who is not making adequate progress, despite a period of SEN Support, and in agreement with the parents/carers, the school may request the LA make a statutory assessment in order to determine whether it is necessary to make issue an Education, Health and Care Plan.

SVA is required to submit evidence to the LA following an assessment planning meeting where a decision is made as to whether to move forward for statutory assessment. The Assessments Panel at the LA make a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school.

This judgment will be made using the LA's current criteria for making a statutory assessment. Following a decision to issue a EHCP, a support planning meeting will take place with all professionals involved with the child.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs/EHCP

A child who had a Statement of Special Educational Needs/EHCP will continue to have arrangements as for SEN Support and additional support is provided using the funds made available through the Statement/EHCP.

There will be a review, chaired by the SENDCO, to discuss how appropriate the provision is for the pupil, and to recommend to the LA whether any changes need to be made, either to the Statement/EHCP or to the funding arrangements for the child.

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENDCO has completed the National Award for Special Educational Needs Co-ordination.
- The SENDCO attends regular network meetings to update and revise developments in Special Needs Education and Inclusion and the new Code of Practice for SEN (June 2014).
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and inclusion training is provided by the SENDCO.

- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff have opportunities to extend their own professional development and the management team will ensure tailor-made training where appropriate.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENDCO as to the purpose of each visit.
- Specialist teaching and support is used where we do not have the necessary in-house expertise - for example, in relation to pupils with severe emotional and behavioural difficulties or for those who need Speech Therapy.
- The SENDCO liaises frequently with a number of other outside agencies, for example:
 1. Social Services
 2. Education Welfare Service
 3. School Nurse
 4. Community Paediatrician
 5. Speech Therapy
 6. Physiotherapy
 7. Occupational Therapy
 8. Speech and Language
 9. Clinical Psychology
 10. CYPS and CAMHS
 11. Educational Psychology

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment to meet with the SENDCO or a member of the SEND Department can be made at any time.
- SVA makes sure that all parents/carers are given information about all supportive agencies both external to and part of the LA.
- At review meetings with parents/carers SVA tries always to make sure that the child's strengths as well as weaknesses are discussed
- Individual pupil targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All support plans and SEN review minutes will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps for making a complaint in more detail.

Links with other Schools/Transfer arrangements

- Transition staff will meet with staff from feeder schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENDCO will arrange a further meeting.
- Pastoral Leaders of pupils joining from other schools will receive information from the previous school; if there is an SEND need the SENDCO will telephone to further discuss the pupil's needs. Pupils transferring from SVA to new schools will have an SEND file sent as soon as the placement is confirmed.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCO or members of the Department, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the education welfare officer as appropriate. Teachers will alert the SENDCO if there is a concern they would like discussed.

Inclusion Principles

- Staff at SVA value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in our approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support pupils identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and pupils included into mainstream school on full or part-time basis and vice-versa. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see also School Access Plan)

SVA is a single site school, catering for pupils at Key Stage 3 and 4. The school is built on 3 levels with stairs and lifts to all areas. The entrance to the building is via a ramp to the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

- There are accessible toilets for pupils or adults in the all areas of the school.

- Braille signage is used throughout the school
- SVA has good lighting. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. In the majority of classrooms there is a soundfield system.
- The pool area provides specialist changing areas and a hoist for those requiring lifting into and out of the pool. The temperature and quality of the water in the pool is closely monitored.
- Pupils requiring equipment due to a SEND need will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all pupils have access to a broad and balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the pupils they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- SVA, via liaison between the SEND department and examinations officer, ensures that all pupils who qualify for exam concessions receive the full entitlement.
- The school will ensure that extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

- All pupils requiring information in formats other than print have this provided.
- We adapt printed materials so that pupils with literacy difficulties can access them, or ensure access by pairing pupils/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through

peer/extra adult scribing where necessary.

- SVA uses a range of assessment procedures within lessons (such as role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Pupils with additional/special educational needs are considered for admission to the school on exactly the same basis as for pupils without additional/special educational needs.
- Prior to joining SVA, parents/carers of pupils with a Statement/EHCP/EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited to work with the pupils, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- SVA also recognises the importance of increasing awareness of BSL as a language and runs sessions on it for the pupils to learn basic signs at a lunch club.

Terminology, Imagery and Disability Equality

- The school is aware of the impact of language on pupils within the school. We work with the pupils to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled pupils and adults in displays, resources etc.

Listening to disabled pupils and those identified with additional needs

- SVA encourages the inclusion of all pupils in the School Council and other consultation groups. We aim to include pupils in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and non-threatening.
- The staff have on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- SVA recognises that there will be a number of disabled parents/carers of pupils within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold

parents/carers' meetings in the Hall that is accessible, and offer BSL interpreters to our deaf parents.

Disability equality and trips or out of school activities

- SVA tries to make all trips inclusive by planning in advance and using accessible places.
- All pupils are welcome at SVA after school activities and SVA tries to rearrange transport as necessary. (see LA transport policy)
- The SENDCO will meet with the SEND governor to discuss inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.
- Individual targets for pupils with additional needs will be reviewed through SEN reviews.
- Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- This policy is reviewed annually.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office

Monitoring and Review

The SEND Policy will be reviewed annually in relation to school governance requirements, by the member of the SLT responsible in conjunction with the relevant school based personnel.

Last Review Date: 24.11.17

Person Responsible: Sally Holt (SENDCO)