



**WEST VALE**  
ACADEMY

# SEND Policy

<b>Approved by:</b>	LGB		
<b>Responsible department:</b>	West Vale Academy		
<b>Last review date:</b>	September 23	<b>Last reviewed by:</b>	C Akroyd
<b>Last updated:</b>	September 23	<b>Last updated by:</b>	C Akroyd
<b>Next review due :</b>	September 24		

## **School Aims and Implementation**

It is the primary aim of our school that every member of the school community feels valued, respected and that each person is treated fairly. We are a caring community, whose values are built on mutual respect for all in line with our equality policy.

West Vale Academy aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

## **Aims of the SEND Policy**

The overall aim of this policy is to raise the aspirations and expectations of all pupils with special educational needs or disabilities to achieve their best educational outcomes.

This policy is designed to ensure

- High aspirations and expectations of all pupils with special educational needs or disabilities to achieve their best educational outcomes.
- The needs of all pupils are rapidly identified through observation and assessment and appropriate, effective provision provided.
- Pupils with SEND have access to a broad and balanced curriculum that maximises the life chances of all

## **Management of SEND within School**

The Principal and the Governing Body have delegated the responsibility for the day to day implementation of the policy to the SENDCo. The management of SEND is supported by the Senior Leadership Team; however, all staff have a responsibility for pupils with SEND.

The person co-ordinating the day to day provision of education for pupils with SEND is Claire Akroyd (Inclusion Manager).

A member of the Governing body, Jane Woodcock, takes a special interest in SEND, although the Governing body as a whole is responsible for the provision of all children with SEND.

### **Definition of SEND**

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of pupils 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

### **Identification of pupils with Special Educational Needs**

Teachers and the SENDCo, along with parents, carers, children and outside partners, will work together to identify a pupil's special educational needs through a detailed analysis of:

- Teacher's assessment and experience of the pupil
- Information on the pupil's progress and attainment
- The pupil's development in comparison to their peers
- The views and experience of parents and the pupil
- Advice from external support services

The action that the school needs to take to support pupils will take account of the following four broad areas of need and the whole child:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

### **West Vale Academy follows a graduated approach to SEND Support:**

1. All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from support or specialist staff.
2. All pupils will have access to high quality first teaching in class which is differentiated for individuals to meet their needs.
3. Where a pupil's learning does not respond to this high quality first teaching then they will be added to the school SEND register as requiring SEND support. Parents are consulted before this decision is made.

4. After following a plan, do, review process if progress is still not being made, further advice will be sought from external agencies which may lead to the child being considered for an Education, Health Care Plan.

### **Process for SEND at West Vale Academy:**

#### **Initial Concerns Raised**

Class teachers/ parents or external professionals may identify a concern about a pupil's learning needs. Information will be gathered regarding academic progress, areas of need and the current provision in place and the impact it is having. Strategies will then be discussed for differentiating learning to support the pupil's needs. The SENDCo will also seek to discuss concerns with the pupil's parents/carers.

#### **SEND Support**

A child will be placed on the SEND Register as 'SEND Support' if they have:

- Made little or no progress even when teaching approaches are differentiated and key strategies to address areas of need put in place.
- Presented with persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- Sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Provision is mainly classroom based, managed by the Class Teacher, where: a set of individual targets are drawn up for the pupil, in consultation with the pupil's parents/carers and advice from the school's SEND team, including the SENDCo as well as any contributing outside agencies. Progress is reviewed on at least a termly basis following a plan, do, review approach.

If, despite significant support and intervention the school has evidence that a pupil is making limited progress, or if the SENDCo believes the nature of the pupil's difficulties requires it, we may seek further advice and support from external professionals.

#### **Referral for an Education, Health and Care Plan**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Educational Psychologist
- Specialist Inclusion Service

- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, areas of need and support required. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### Managing Pupils' Needs on the SEND Register

All pupils on the SEND Register will have a record of their provision and support through a One Page Profile, an Individual Education Plan and recorded intervention on the school's Edukey system. Class teachers, parents, the child and other professionals will all contribute to the Individual Education Plan (IEP). An IEP is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place termly, where parents and the child will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

### Specialist support

School may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the pupil in the same way as other SEND support.

### Criteria for exiting the SEND Register

If it is felt that a pupil is making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the pupil. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the school's monitoring procedures, such as progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

### **Support pupils at school with a medical condition**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND

Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions which can be found under the “Policies” tab on the school website.

### **Training and resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school’s SEND provision and practice, and to discuss the needs of individual children. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school’s SENDCo regularly attend the SENDCo network meetings in order to keep up to date with local and national updates in SEND.

### **Linked policies/ documents**

Safeguarding Policy Health & Safety Policy Disability & Equality Scheme Disability & Equality Action Plan Child Protection Policy

- Accessibility plan
- Behaviour and Exclusion and Restraint policy
- Complaints procedure
- Data Protection policy
- Equality Policy
- Health and Safety Policy
- Medical Needs Policy
- Safeguarding Policy
- Intimate Care Policy

### **Reviewing the policy**

This policy will be reviewed by the Inclusion Manager and governors on an annual basis.

**Reviewed: Sept 2023 by C Akroyd (Inclusion manager)**