



DAYSPRING TRUST

Venerable Bede CE Academy

Special Educational Needs Policy

Reviewed January 2016

Ratified by: MAT Board

Date: 27/01/16

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked out way. We recognise that at times we may highlight particular values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In addition, each academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

At Ian Ramsey CE Academy:

"Together to learn, to grow, to serve."

This is embodied in scripture:

'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in various forms.' 1. Peter 4.10

At Venerable Bede CE Academy:

"Soar to the heights together"

This is embodied in scripture:

'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

This policy should be read in conjunction with the school's "Supporting Pupils with Medical Conditions Policy", "Anti-Bullying Policy" and the "SEND Information Report" on the academy's website.

This policy is based on the advice and guidance as set down by the Department for Education and is in line with the SEND Code of Practice 2014.

1. Our Vision

At Venerable Bede Church of England Academy, we value all of our pupils. We believe that all children have an equal right to an education which enables them to develop fully their individual, social and academic potential. Our strong Christian ethos leads our SEND provision and enables us to ensure all our children achieve their ambitions. We provide our SEND learners with individual support plans to compliment the personalised quality first teaching they already receive. This coincides with early identification for specific interventions to ensure maximum progress. Furthermore, we have high expectations of all our pupils to ensure they leave Venerable Bede equipped for the bright future which awaits them.

2. Aims of School SEND Policy and Provision

- To ensure that all pupils have access to a broad and balanced curriculum including trips and extracurricular activities where possible.
- To ensure that the provision for pupils with SEND should match the nature of their needs within allocated budget.
- To record, monitor and note the outcome of the provision provided for pupils with SEND.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their SEND provision.
- To consult and work in partnership with parents of pupils with SEND.
- To consult and involve outside agencies whenever necessary.
- To integrate pupils with SEND into the life of the school providing additional support as needed to achieve this.

3. Definition of Special Educational Needs

Pupils have special educational needs if they have difficulty accessing the curriculum which calls for special educational provision to be made for them.

Pupils have difficulty accessing the curriculum if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. However, these four broad areas of need give an overview of the range which are planned for:

- Communication and interaction, including ASD, Asperger's Syndrome and Autism.
- Cognition and learning, including MLD, SLD and PMLD.
- Social, emotional and mental health difficulties.
- Physical disabilities, including visual and hearing impairment.

Identifying Special Educational Needs

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents, carers and staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the student's individual need(s).

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 social and emotional difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

4. Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Assistant Headteacher with responsibility for Inclusion/SENDCo: Miss Joanne Fox

5. Dayspring Trust Board of Directors

The directors will:

- In partnership with the Executive Headteacher and Heads of School, the Directors have responsibility for deciding the school's SEND policy and approach to meet the needs of students with SEND.
- Monitoring the policy through the school's self-evaluation procedures.
- All Directors are informed of the school's provision, including funding, equipment and staffing regarding SEND.
- Reporting annually to parents on the school's policy.

6. SEND Coordinator

- Identifying pupils for screening process
- Co-ordinating provision for students
- Supporting the teaching and learning of students with SEND
- Keeping accurate records of all students with SEND
- Drawing up, reviewing and monitoring pupil's IEPs for those with SEND and others, as required
- Monitoring departmental delivery of the SEND policy
- Being responsible and accountable for the whole-school SEND resources
- Liaising with parents and carers of pupils with SEND
- Liaising with and advising fellow teachers and support staff
- Liaising with schools including feeder primaries and specialist settings
- Liaising with other SENDCO's, both locally and nationally
- Liaising with outside agencies

- Contributing to in-service training and external training (as appropriate)
- Supporting transition for pupils with SEND

7. Subject Leaders across the curriculum will ensure that their department has:

- Appropriate curriculum provision and delivery clearly stated in their schemes of work
- Appropriate teaching resources for students with SEND

8. Other Staff - “All teachers are teachers of pupils with special needs”. All staff will be responsible for:

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Ensuring pupils’ IEPs are considered in lessons.
- Monitoring progress of pupils with SEND against targets and objectives.
- Be fully aware of the academy’s procedures for SEND.
- Raising individual concerns to the SENDCO.

9. Teaching Assistants will:

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised intervention programmes where appropriate.
- Monitor progress against targets using pupils’ IEPs.
- Assist with drawing up individual plans for pupils and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support SEND pupils on educational visits and all other pupils where possible. Jointly plan with teachers, where appropriate.

10. Admission Arrangements for pupils with SEND

- The Board of Directors believe that the admissions criteria should not discriminate against pupils with SEND and has due regard to the Code of Practice. Admissions arrangements for pupils with SEND, (but without an Education, Health and Care Plan), do not differ from those of other pupils. However, in the case of a student in possession of an Education, Health and Care Plan, the placement recommendations of the last Annual Review will be taken into account according to the academy’s Admissions Policy.

Allocation of resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs through Higher Needs Funding.
- Delegated and designated budgets.
- Also, in some part, the pupil premium depending upon the needs of the cohort.

Identification, Assessment, Provision and Review

Identification

- The academy uses the **graduated response** as outlined in “The Code of Practice (2014)”. To help with this process, a variety of screening procedures are used, which are then disseminated to teaching staff.

New Intake Pupils in Year 7

Primary liaison

- Primary schools are visited/contacted throughout the year prior to transition. Any pupil identified as having an SEND need is referred to the SENDCO.
- The LA notifies the school about pupils who are transferring with EHC plans in the spring of their Year 5 where practicable. The SENCO attends their Annual Review in year 6 to ensure a smooth transition is made. At transition, the SENDCO becomes the LEAD Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer via the pupil IEP.
- Information based on the results of national tests undertaken by pupils.

Additional tests available for pupils who may require further interventions include:

- Dyslexia screening
- Visual Stress test
- WRAT4 word, reading and sentence comprehension
- GORT4 reading
- Ravens SPM Non Verbal Reasoning Skills
- DASH speed handwriting.
- Digit memory test
- British Picture Vocabulary Scale
- WRAT4 Numeracy

Screening in other year groups

- Additional screening tests are administered when required; these are administered through a team of qualified professionals who specialise in the identification of barriers to learning and the delivery of intervention. In year 9 pupils on the SEND register will be assessed for examination ‘access arrangements’. All out outcomes will be communicated to parents/carers by letter.

11. Staff Observation

- Members of staff consult with the SENDCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. Parents are fully consulted as part of this process.
- The SENDCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

12. Referrals by Parents or Carers

- A student’s parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

Provision

Teaching pupils with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of pupils at Venerable Bede CE Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the pupil to achieve at least adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff.

Graduated Response

- **Wave 1** - Quality first teaching by all teaching staff.
- **Wave 2** - Is initiated where pupils have failed to make adequate progress as identified by the SENDCO through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- Low Numeracy/Literacy scores
- Level 3 or below
- Teacher's observations
- Primary teacher's comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the pupil's needs.

Interventions may include:

- Additional learning programmes such as Fresh Start
- Smaller group sessions and extraction groups for English and Mathematics delivered by HLTAs
- Small intervention groups for dyslexia, spelling, reading comprehension difficulties and social skills
- Appropriate teaching groups/sets
- Group support on a regular basis
- **Wave 3**
 - Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services such as the Language and Learning Team and Educational Psychology Service. We may also seek support from CAMHS/CYPS.

They are requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

The Pupil IEP is revised and new strategies are put in place following the involvement of pupil and parents. Should the assessments identify that a pupil with an EHC Plan requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

EHCP Assessment

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent /carer may decide to request that the LA begins the EHCP Process. This may lead to the pupil being provided with an EHCP.

Pupil IEP and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for pupils with EHC Plans are recorded in the Pupil Passports reflecting provision that is additional to, or different from, normal differentiated provision.

The pupil IEP is communicated to all staff who support the pupil's learning, and to the parents or carers and the pupil. Pupil IEPs are regularly reviewed and updated. This is reviewed twice a year and communicated to parents in the first instance. The second review is conducted with pupils allowing them to have ownership of their IEP.

Provision of an Appropriate Curriculum

Through their departmental development plans, the SEF and in conjunction with EHCP provision for pupils with SEND is regularly reviewed and revised. It is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those pupils with SEND in partnership with the Learning Support Department.

Provision of Curriculum Support

The SEND Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum Development

- Planning with individual members of staff / departments
- Selection / design and preparation of suitably differentiated materials
- Selection / design of teaching strategies

b) Support Teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCO and members of the SEND Department can assist by:

- Planning appropriate programmes of work
- Preparation of relevant and differentiated materials
- Individual teaching
- Helping to facilitate a wide range of teaching and learning styles
- Evaluating and reviewing what has been achieved

c) Withdrawal

Some SEND pupils may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of pupils is kept to a minimum, in accordance with Venerable Bede's inclusive ethos.

d) In-service Training

- The SENDCO provides continual Professional Development for NQT's and other new staff at the school, on Code of Practice procedures at Venerable Bede.
- Individual departments can ask for Continual Professional Development from the SENDCO as required, for specific purposes or generic training.
- Whole-school Continual Professional Development, focussing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

Arrangements for considering SEND related complaints

If a parent is unhappy about the arrangements made to meet the SEND of their child, they should in the first instance discuss the matter with the SENDCO. The Head of School will address secondary complaints according to the Complaints Policy (available on the website) and then by the Executive

Headteacher if the matter is not resolved. The matter will be looked into by the academy, in a reasonable period of time, in line with the Board of Directors' arrangements for consideration of complaints.

13. Arrangements for Inclusion

The academy's policy is to provide all pupils with access to a rich and broad curriculum, which meets the needs of children of all ability and ages.

- The use of setting and the differentiation of work enable this to happen.
- The provision of additional support which enables pupils to access the curriculum has already been documented.
- Pupils with an EHC Plan can be disapplied from National Curriculum subjects. This is only considered in extreme circumstances when all parties, particularly the parents/carers, pupils and appropriate services, request it.

As the school operates a policy of full access to the National Curriculum and of Curriculum Support, pupils with SEND are included fully into the school curriculum. All pupils join in all activities, as far as is reasonably practical, both curricular and extra-curricular, except where an activity may constitute a problem for any pupil's health or safety.

14. Partnerships

In School

- The SENDCO is a member of the school's leadership team and works closely with Heads of Department and Heads of Year. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents

- Venerable Bede actively seeks to work with parents / carers and values the contributions they make.
- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways; for example: hearing their child read and learning spellings.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the pupil's planner.
- New parents can attend the open evening prior to transfer and make arrangements for additional visits through the SENDCO.

Pupils

- Venerable Bede acknowledges the pupil's role as a partner in his / her own education.
- Pupils are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating their target.
- Pupil views are recorded as part of the review process and their views are valued and listened to.

15. External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The main external agencies used by Venerable Bede include (*this is not an exhaustive list*):

- Educational Psychology Services
- School Health Services
- Speech and Language Service
- Occupational Therapy Service
- Youth Support Service/Connexions
- National Association of Special Educational Needs (NASEN)

Between schools

The SENDCO liaises with other SENDCOs:

- At Local Authority Professional Development meetings
- On the transfer of a student with SEND
- At locally held or national SENDCO conferences

Transfer arrangements

- All documentation about special needs included in a pupil's record is transferred between schools. The SENDCO deals with specific enquiries.
- Offer of an additional Induction Day is available for all students with SEND and vulnerability factors.
- The records of pupils who leave at the end of Year 11 are kept and stored in school.
- Documentation relevant to the last review is forwarded to Post 16 placements.

The policy will be reviewed on an annual basis. Any queries regarding this policy should be directed in the first instance to Joanne Fox (SEND Co-Ordinator.)