

**Access for All:
Policy to Ensure the Successful Inclusion
of Pupils with Special Educational Needs
and Disabilities at Valley Park School**

Date ratified:	
Governors Committee Meeting:	???
Signature of Chair:	
SENCO:	Mrs J Stevenson

Special Educational Needs Policy - February 2015

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (June 2014) 3.65 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 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy has been created by Mercia Learning Trust SENDCos in liaison with the SEN Governor, the Senior Leadership Team (SLT), staff and parents of pupils with SEND.

Section 1: Introduction

The named person for managing the school's provision for young people with SEND at Valley Park School is Mrs Jess Stevenson (SENCo and Director of Inclusion for the Mercia Learning Trust). This is completed in conjunction with the Head of Inclusion Miss Hannah Baird

Philosophy

Valley Park School is committed to ensuring all pupils have access to a broad and balanced curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to make sure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across the Mercia Learning Trust in order that we take positive action to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

Objectives

- To identify pupils with special educational needs and disabilities and ensure that their needs are met
- To work within the guidance provided in the SEND Code of Practice, 2014
- To ensure that pupils with special educational needs and disabilities have access to and participate in all the activities of the school and that we operate a "whole pupil, whole school" approach to the management and provision of support for young people with special educational needs
- To ensure that all learners make the best possible progress

- To ensure parents are informed of their child's special needs and how to support their learning and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate.
- To promote self-worth by encouraging independent learning
- To provide a Special Educational Needs Disability Co-ordinator (SENDCo) who will work within the SEN Inclusion Policy
- To provide support and advice for all staff working with pupils with special educational needs

Definition of SEND

Pupils have special educational needs if they have a difficulty which calls for special education provision to be made for them ***which is additional to or different from*** differentiated curriculum plans. Valley Park School regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils/young people of the same age in schools within the area served by the LA
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All Valley Park teachers are teachers of SEND and have responsibility for planning the curriculum to ensure it is accessible to all. The varying needs of pupils should be addressed through personalised learning and through appropriate differentiation wherever possible.

Additional provision is provided to ensure pupils have the necessary skills to access the curriculum independently wherever possible.

Section 2: Aim

Provision at Valley Park is characterised by:

- early identification and intervention
- removing barriers to learning - adopting a holistic approach
- the early and close involvement of parents
- good communication
- tracking and monitoring of pupils' progress
- focus on outcomes for children and not just hours of provision/support
- raised aspirations of and expectations for all pupils with SEND
- close working relationships with outside professionals
- class teachers retaining responsibility for pupils with SEND and their provision
- smooth transition for all pupils with SEND

Section 3: Identifying Special Educational Needs

The school uses the graduated approach as outlined in the Code of Practice (2014). To help with this process information is collated from a variety of sources which is then used to plan the next steps. At Valley Park School we identify the needs for individual pupils by considering the needs of the whole child, not just the special educational needs of the child.

Joining the school post early years

Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEND. Where practicable a member of school staff will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

Individual diagnostic assessments

Individual diagnostic assessments are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present.

Pupil progress meetings

Valley Park School holds parents' evening where the progress of every child is looked at and talked through. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the Inclusion Team and the child will be monitored where appropriate.

Staff observation

Members of staff consult with the inclusion Team if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil.

Referrals by parents or carers

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

The four broad categories of need are detailed below:

Communication and Interaction (C&I)

Speech, Language and Communication Needs (SLCN)
Autism Spectrum Disorder (ASD)
Asperger's Syndrome and Autism

Cognition and Learning (C&L)

Severe Learning Difficulties (SLD)
Profound and Multiple Learning Difficulties (PMLD)
Specific Learning Difficulty (SpLD) this includes a range of conditions such as dyslexia (difficulties with reading/spelling/speed of processing/difficulties with organisation); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).
A discrepancy between achievement and general

intellectual ability that may indicate that a child or young person has a SpLD.

Social, emotional and Mental Health (SEMH) A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;

- Problems of mood (anxiety or depression),
- Problems of conduct (oppositional problems and more severe conduct problems including aggression),
- Self-harming,
- Substance abuse,
- Eating disorders or physical symptoms that are medically unexplained,
- Attention deficit hyperactive disorder (ADHD),
- Attachment disorder,
- Autism or pervasive developmental disorder,
- An anxiety disorder,

Sensory and/or physical needs (S/PD) Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability

Other factors may impact on progress and attainment but may not be a Special Educational Need. These will need considerations making for and include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Section 4: A Graduated Approach to School Support

A graduated approach to School Support is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENDCo and Inclusion team but will be planned and delivered by teaching and support staff.

Valley Park has a robust SEN register with children needing high levels external/ in school support as being identified as School Support (K) or (E) with and Education Health and Care Plan. In addition we have a monitoring register (M) for children who may have a diagnosis or identified need but quality first teaching and/or low level intervention is all that is required to support their needs. The SEN

register is reviewed regularly and pupils can move between the levels in consultation with pupils and parents.

Wave 1 - Quality First Teaching by all teaching staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching.

School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Wave 2

Wave 2 is initiated where pupils have failed to make adequate progress as identified by the class teacher, SENDCo or inclusion Team through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to School Support* will be agreed and the pupil will be entered onto the schools SEN register.

** Please note - the single category of School Support now replaces School Action and School Action Plus.*

Provision from within the schools resources is identified to help meet the pupils' needs. Interventions may include:

- additional learning programmes such as Lexia, Toe by Toe and numeracy interventions
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate
- additional staff training
- Nurture group provision
- Pen Portrait (One Page Profiles)/Person Centred Planning tools

When a child is placed on the SEN register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual pupil. These review cycle will follow the **assess, plan, do and review** cycle

Assess

Pupils with SEND may be identified through the teachers' observations and assessment, standardised assessments (SATs, etc.), progress checklists, target setting, parental/carers concerns or the pupil's own observations or by external agencies.

Plan

Where it is decided to provide a pupil with School Support, the parents **must** be notified. The SENDCo and/or Head of inclusion should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified pupils with SEND will have a personalised outcomes identified; this will be reviewed at each review where the Pen Portrait will be amended to reflect any changes.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The Inclusion Team should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review Process

At regular intervals pupils attending withdrawal interventions will be retested and information on progress will be gathered and analysed by the SEND. If a pupil has a One Page Profile in place this along with targets will be reviewed and updated at this time and a decision will be made as to whether the intervention is to continue or cease.

Pupils with a Statement of Special Educational Need or an Education, Health and Care Plan have targets which have been established after consultation with the parents/carers and the individual pupil and include targets identified in the Statement of SEND/EHC Plan. These targets will be shared with relevant staff and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teacher. All statements/EHC Plans will be reviewed annually with the review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement/EHC Plan. Pupils participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their aspirations/achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

Wave 3

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

Statutory assessments/Education, Health and Care plans

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health and Care Plan (EHC Plan).

The SENCO is responsible for providing support and monitoring, and ensuring that pupils with EHC Plans receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

Local Offer

Valley Park School will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page> and by searching for the school's name.

Section 5: Criteria for exiting the SEN register

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a pupil needs no further support and may exit the SEN register. Further support can be requested again at any point.

Section 6: Supporting Pupils and Families

School have liaised with the Local Authority to produce a Local Offer entry for Valley Park School. This can be found in the Sheffield Directory at <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

It is the school's statutory requirement to provide a **SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act** which can be found on the Valley Park School website.

Valley Park School endeavours to support pupils with SEND through signposting families to other agencies and services that may be of help eg. MAST team, support groups, training opportunities as appropriate.

All the schools within the Valley Park Family of Schools are committed to ensuring that all children have quality transition experiences as they move through our schools. We work closely together to ensure that all children with SEND have bespoke packages of support at this time.

Admissions

Valley Park School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.

- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Access arrangements

Valley Park School follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

Section 7: Supporting Pupils at School with Medical Conditions

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 children 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 pupils may also have Special Educational Needs or Disabilities (SEND) and may have a statement of SEND, 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.

Section 8: Monitoring and Evaluation of SEND

SEND provision is monitored and evaluated in several different ways. The attainment of pupils on the SEND Register is monitored at the key tracking points throughout the year. This information then forms part of several reports to Governors and SLT as well as the SEND team. This allows for them to challenge the progress of pupils with SEND in any particular area or highlight good practice.

Individual teachers and Heads of Department use the attainment data along with their progress planning sheet to evaluate their provision and evaluate the strategies they have been using. The attainment data is used as a discussion point in link meetings between SLT and their linked departments.

In addition to this, interventions are monitored through improvement in reading and spelling or levels when appropriate or on softer more personalised social targets if appropriate. This is done through regular meetings at review points with the person delivering the intervention. Pupils are moved between and in and out of interventions when both the teacher and/or the inclusion Team feel it is appropriate.

If pupils' progress is seen as an immediate concern it will be discussed at weekly progress meetings.

Section 9: Training and Resources

The SENDCos from each school across the Valley Park locality meet regularly to discuss and plan for the current and future needs of children with SEND. This includes training, resources and additional support where appropriate.

Resources are allocated to support children with additional needs as identified above. This may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention groups, engagement of an outside professional if appropriate or 1:1 support.

Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

Section 10: Roles and Responsibilities

The Role of the Governing Body

The governing body, in cooperation with the Headteacher, monitors the schools general policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The governing body:

- does its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensures that the teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs
- ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision they need and the efficient education of the pupils with whom they are educated and the efficient use of resources
- has regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEND
- ensures that parents are notified of a decision by the school that SEND provision is being made for the child

The Role of the Headteacher

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENCo/SEND Manager 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 pupils at risk of underachievement, as a core part of the school's performance management arrangements
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered

The Role of the SENCo

- Be a qualified teacher
- In collaboration with the Headteacher, the SENCO and governing body, determines the strategic development of the SEND policy and provision at Valley Park School with the ultimate aim of raising the achievement of pupils with SEND
- Contributing to the continuing development and training of school staff

- Liaising with and advising colleagues on all matters relating to SEND
- Overseeing the review and maintenance of statements/EHC Plans and records for all pupils with SEND
- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for pupils with SEND
- Contributing to the continuing development and training of school staff
 - Updating TA timetables and Provision Map
- Liaising with external agencies including the LA officer with responsibility for SEND and the Educational Psychology service, health and children's services, voluntary bodies and others as relevant/appropriate
- Liaising with parents/carers of pupils with SEND in co-operation with class teachers
- Organising and maintaining the records of all pupils with SEND
- Liaising with all post 16 providers when pupils with SEND leave the school

The Role of the Class Teacher

- In collaboration with parents, SEND Team, where appropriate, the pupil themselves be involved in the planning and review of the support for pupils with SEND
- Set high expectations for every pupil 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 achievement for every pupil
- Ensure that homework set for pupils with SEND is appropriate and tailored (where appropriate)
- Provide information when required for termly SEND reviews
- Identify individual pupils not making progress and inform SENCo/SEND Manager

Section 11: Storing and Managing Information

All pupil records are kept securely at all times. Paper records are kept secure within individual files in lockable storage cupboards within a lockable office. Files have restricted access. Electronic records also have appropriate security by way of permission levels and password protection.

Access arrangements ensure that confidentiality is maintained whilst equally enabling information to be shared lawfully and appropriately for those authorised to view it.

Files are passed on to the next education provider as part of transition. Further information on this process can be found in the information report.

Section 12: Reviewing the Policy

This policy will be reviewed regularly as we move into the New Code of Practice, with an annual review taking place in November 2019

Section 13: Accessibility

The school's Accessibility Plan can be viewed on the school website.

Parents can contact key staff by phoning or emailing the school as follows:

Telephone: 0114 2396464

Email: enquiries@ValleyPark.sheffield.sch.uk

Key staff are: Mrs J Stevenson, (SENCo). Miss H Baird

Section 14: Dealing with Complaints

As parents are involved throughout the implementation of SEN provision, it is hoped that there will be no cause for complaint. However if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the SENDCo investigates and gives the parent a date for a follow up appointment if necessary
2. If not satisfied, an appointment to discuss the complaint with an appropriate member of the Senior Leadership Team will be made.
3. If still not satisfied, an appointment with the governor with responsibility for SEND and the Chair of Governors will be made
4. If the problem is unresolved, the parent may contact the Local Authority about the matter
5. At any time the parent may seek help from the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) (see below)

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet available "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes.

Sheffield SENDIASS
Floor 6 North Wing
Moorfoot Building
Sheffield
S1 4PL

Telephone:

0114 273 6009

Email:

ed-parent.partnership@sheffield.gov.uk

Section 15: Bullying

The school's Anti-Bullying Policy can be found on the school website.

Section 16: Appendices

This document should be read in conjunction with the SEN Information Report, available on the school website.