



The Axe Valley Community College

Special Educational Needs and Disability Policy

This policy was adopted by the Governing Body of
The Axe Valley Community College

October 2016

The policy will be reviewed every two years

“All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives; make a successful transition into adulthood”

SEND Code of Practice 2015

The policy will have due regard to legislation including, but not limited to part 3 of the Children and Families Act 2014 and associated regulations, Children’s Act 1989 and Equality Act 2010

The SEND Policy should be read in conjunction with the Safeguarding and Child Protection Policies, Supporting Students with Medical Conditions & Intimate Care Policy.

Introduction

TAVCC values the abilities and achievements of all of its students, and is committed to providing the best possible environment for learning. We aim to meet the definition of Special Educational Needs as stated in the Code of Practice 2015.

Special Educational Provision means educational provision which is additional to or different from the educational provision made generally for children of their age in mainstream school. At any point in their life a child may have special educational needs where they have significantly greater difficulty in learning than the majority of others the same age, or a disability or health condition that prevents or hinders them from making use of educational facilities of a kind generally provided for others the same age in mainstream schools.

This policy ensures that curricular planning and assessment for children with special educational needs takes account of the type and extent of difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some students with disabilities may have learning difficulties that call for special educational provision. However, not all students defined as disabled will require this provision. Each student’s needs will be assessed individually and the appropriate provision made.

Objectives

- To include all students as part of our college community
- To create an environment that meets the needs of the individual.

- To ensure effective working relationships with outside agencies and professionals
- To identify roles and responsibilities of staff in providing for the student's special educational needs.
- To enable the student to have full access to an appropriate curriculum within the context of this school and our partners.
- To ensure that the views of students are taken into account.
- To work effectively with parents/carers in supporting their son/daughter's education and development.

Inclusion

We aim to offer choice and excellence to all students, whatever their ability or individual needs. We aim to remove barriers to learning and promote participation for everyone. We want each student to feel valued as part of their school community. We respect that students have different needs and therefore require different strategies for learning. We want all students, no matter what their needs, to experience success. Creative solutions and interventions are sought to enable all students to reach their full potential within the Axe Valley Community College's existing structure.

Communication

Each student with High Needs Funding, a Statement of Special Educational Needs, or a new Education, Health and Care Plan will have a key worker within the College. They will have an Individual Information Passport, which outlines the student's need, provision, and successful strategies to be used in the classroom. This will be written in consultation with the student and input from parents and carers is encouraged and valued. The Information Passport will be shared with all teachers and support staff who work with the student, as well as outside agencies, where appropriate. The parent/carer will be sent a copy of the Information Passport annually, as well as if any amendments are made, and it will be discussed and reviewed with parents/carers at review meetings.

Roles and Responsibilities

The Governing Body	<p>To have due regard to the Code of Practice when carrying out its duties toward all students with SEND.</p> <p>To secure a high standard of provision for SEND students.</p> <p>To report annually to parent/carers on the success of the</p>
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	<p>school's policy, including the allocation of resources from the school's budget.</p> <p>To identify a governor to have specific oversight of the school's provision for SEND students including deployment of funding, equipment and personnel.</p> <p>To ensure that SEND students are included appropriately in school activities.</p> <p>To be fully involved through discussions with SEND staff in developing and subsequently reviewing SEND policy.</p>
Senior Leadership Team	<p>To ensure effective provision for SEND students.</p> <p>To keep the Governing Body well informed about SEND within the school.</p> <p>To ensure that the school has clear and flexible strategies for working with parents/carers of SEND students, and that these strategies encourage involvement in their child's education.</p> <p>To ensure the policy is adhered to and ensure strategies are effective.</p> <p>To regularly evaluate how expertise and resources used to address SEND are used to build the quality of whole-school provision as an integral element of school improvement.</p> <p>Designated Safeguarding Lead Designated Lead for Looked After Children Line Management of SENCO</p> <p>To ensure the quality of teaching for students with SEND, and the progress made by students, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.</p>
SENCo & Assistant SENCo	<p>To manage the day-to-day operation of the school's special educational needs policy and manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.</p> <p>To co-ordinate the provision for and manage the responses to children's special need</p> <p>To support and advise colleagues, contributing to the professional development of all staff</p> <p>To act as an advocate for children with SEND and their families</p> <p>To liaise with external agencies and other professionals to ensure the best support for students with SEND</p> <p>To oversee the records of all children with special educational needs</p> <p>To evaluate the special educational needs provision and report to the governing body</p> <p>To oversee transition arrangements from Year 6 and also to post 16 destinations</p> <p>To advise on the Graduated Approach to providing SEND</p>

	support.
Teaching and Support Staff	<p>To have regard for the Code of Practice 2015 when teaching students with SEND.</p> <p>All teachers are teachers of students with SEND</p> <p>To deliver high quality teaching, differentiated for individual pupils to remove barriers to achievement using the College's Provision Map</p> <p>To support the identification of SEND through assessment procedures.</p> <p>To follow the Assess-Plan-Do-Review process and follow the College's Graduated Response</p> <p>To follow the strategies and recommendations on a student's Information Passport.</p> <p>To be involved in the development of the school's SEND policy.</p> <p>To work closely with Teaching Assistants or specialist staff</p>
Students	<p>To engage in the planning of their provision, in particular contributing to their Information Passport.</p> <p>To make every effort to use any support that is made available in a constructive way</p> <p>To talk to an adult if they are concerned about their progress.</p>
Parents and Carers	<p>To engage in the Information Passport</p> <p>To encourage and support their child to achieve to their full potential</p> <p>To attend school events and meetings relating to their child.</p>

Links with External Agencies and Organisations

The college will make full use of expertise provided by external agencies and professionals for identification, assessment and support for SEND students at all stages. Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. The involvement of specialists and what was discussed and agreed should be recorded and shared with the parents and teaching staff supporting the child. The Local Offer, published by Devon County Council and available on its website, details the range of support available.

Complaints

Initially any complaint about the level of provision for any child with SEND should be addressed through the SENCO. If the issue is not resolved then the complaint

should be raised with the Headteacher. The School Complaints Procedure, available on the website or from the school office gives details of the process if there is a need to escalate to Governors. Parents and carers also have the right to go to the local authority if they consider the school is not meeting their child's needs.

Policy Review

The working of this policy will be reviewed by the Governing Body.

Date Policy Approved – October 2016

Name of SENCo – Laura Gold

Assistant SENCo – Tracy Tresserras

The policy is to be reviewed every two years and the next review is due in October 2018