

# AXE VALLEY ACADEMY

## SPECIAL EDUCATIONAL NEEDS POLICY



Date: September 2020

Next review due by: September 2021

## Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

**Governor responsible for SEN:** Mrs Julie Paddick

**Headteacher:** Mrs Laura Jenkins

**SENCo:** Ms. Gill Cooper

**SENCo Qualifications:** BEd.(Hons)  
DASEHIC (Diploma in the Advanced Education of Hearing Impaired Children)

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**This policy will be reviewed annually**

**Reviewed:**

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## 1. Philosophy and Aims

### Philosophy

Axe Valley Academy values the abilities and achievements of all its students and are committed to providing, for each student, the best possible environment for learning. The Learning Support Department operates in accordance with the following principles:

All teachers at Axe Valley Academy are teachers of students with SEND,  
 All students can achieve their best,  
 All students have the right to a broad and balanced curriculum,  
 All students should be able to share all aspects of the life of the school,  
 The Learning Support department, students and parents should work in partnership,  
 Students should be supported to become confident individuals, living fulfilling lives so that they can make a successful transition to adulthood.

### Our SEN Policy aims to:

The SEND Policy of the Axe Valley Academy reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the National Curriculum, for pupils with special educational needs,

- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion, valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the which sets out schools' responsibilities for pupils with SEN and disabilities <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report <http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

### **3. Roles and Responsibilities**

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

#### **3.1 The SENCO**

SEN Co-ordinator: Gillian Cooper  
Email: gcooper@axevalley.devon.sch.uk  
Phone: 01297 32146

The SENCO will:

- Work in partnership with the Head teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the day to day operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Liaise with parents and carers of students with SEND
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Work with the Head teacher and Trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Drawing up, reviewing and monitoring Learning passports (LP) for those with SEND as required.
- Ensure the school keeps the records of all pupils with SEN up to date

#### **3.2 The SEN Governor**

SEN Governor: Julie Paddick

The SEN Governor will:

- Help to raise awareness of SEN issues at Governor meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Board of Governors on this.
- Work with the Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 3.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 3.4 Class teachers

**'All teachers are teachers of special needs'**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes into account the range of abilities aptitudes and interests of students in their class.
- To regularly keep up to date with the SEND information to inform their planning, teaching, assessing and evaluating.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Read the Staff SEND handbook and ensure that they are fully aware of the school's procedures for SEND.
- Use the referral process outlined in the Handbook to raise individual concerns to the SENCO
- Ensure that the access arrangements of students are applied in internal assessments and provide evidence to support the 'picture of need'
- Ensure they liaise with the Learning Support department to make suitable arrangements for students with SEND on school trips
- Ensuring they follow this SEN policy

## 4. Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision **which is additional to or different from** that normally available in a differentiated curriculum. ANY School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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.

Axe Valley Academy will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

Special education provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

## **5. Areas of Special Educational Need**

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

### **Cognition and Learning;**

Children with cognition and learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Cognition and Learning needs examples include:

- Specific learning difficulties (SpLD)
- Dyslexia
- Dyspraxia
- Processing difficulties



## **Social, Emotional and Mental Health Difficulties:**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Social, Emotional and Mental Health Difficulties examples include:

- 
- Attachment Disorder
- Anxiety
- OCD

## **Communication and Interaction needs:**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs examples include:

- Speech, language and communication needs (SLCN)
- Autistic Spectrum Condition(ASC)

## **Sensory and/or Physical needs:**

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their

learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs examples include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD).
- Epilepsy
- Tourette's
- ME(chronic Fatigue Syndrome)
- Hypermobility
  
- Other children may have conditions such as attention deficit disorder or attention deficit hyperactive disorder
  
- ADD
- ADHD

## **6. Identifying Students with SEN and assessing their needs**

A student may be identified as having a special education need at any stage during their education. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This may be a short-term targeted intervention, or it may require long term continued support. We will assess each pupil's current skills and levels of attainment on entry to Year 7, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Progress is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Persistent emotional and/or behavioural difficulties that have not been managed by appropriate strategies which are usually employed.

- Sensory or physical impairments that result in little or no progress despite the provision of appropriate aids or equipment.

Identification of a child's special educational need may also come from a variety of sources including:

- Feeder schools
- Parents
- Cognitive ability tests and screening
- Educational Psychologists

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. The following are NOT SEN but may impact on progress and attainment:

- Disability (the Code of practice outlines the 'reasonable adjustment' duty of all settings and schools provided under the current Disability Equality Legislation – these alone do not constitute SEN, although students with a disability may also have SEN).
- Persistent disruptive behaviour when there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of a pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman.

## **7. Assessing and reviewing pupil's progress towards outcomes**

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

Teaching staff enter data on individual students following assessments three times a year in November, February and July. Parents are sent a copy of this information home on each occasion.

The subject and Learning Support departments monitor and review student progress regularly. This information is used to plan interventions.

Subject teachers, the Pastoral Team and Heads of Year will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

The data on previous progress and attainment outlined above in comparison to their peers and national data

The behaviour and or social and emotional development of the individual in comparison to their peers

The views and experience of parents

The pupils' own views

Advice from external support services, if necessary

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their

needs via the student's Learning Passport, the outcome sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, at least termly.

- Class teachers remain responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- Class teachers and the Learning Support Department are responsible for the daily implementation of the plan and will contribute to the review of the Learning Passports.

## **8. Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Axe Valley Academy we follow a graduated approach to Teaching students with SEND.

Universal Provision- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers will be supported in their planning using strategies outlined in the SEN Handbook, LPs and staff training.

Targeted Provision – This is initiated by the SENCO when the students fail to make adequate progress (academically, socially or emotionally) through the identification and assessment arrangements.

Criteria for Targeted provision includes:

- Consistent underperformance following quality first teaching
- Teacher observations
- Feeder school information
- Referral from staff/ parents
- Identification of a Special Educational Need

Short-term and long-term Interventions aimed to overcome barriers to may include:

- Attending 1:1 or small group support. Support includes; mentoring, social skills, emotional regulation, processing difficulties, literacy interventions and fine motor skills support.

E.g;

Attending 1:1 support for Dyslexia.

Attending 1:1 support for handwriting skills

Attending 1:1 support for reading

1:1 support in lesson to help build strategies.

Specialist Provision-Where students fail to make adequate progress despite additional provision at targeted provision, the school will seek advice and involvement from additional support services in order for them to:

- Provide specialist services
- Give further advice on teaching strategies or materials
- Provide short-term support or training for staff.
- support may be given in lessons

**Students at Specialist provision and those with long term support in Targeted provision will be regarded as SEND, (SEN Support) and included in data collection.**

### **8.1 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Keeping some teaching groups small
- Making provision through the school 'Hubs'

## **9. Communication with and consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions are recorded.

We will formally notify parents when it is decided that a pupil will receive SEN support and placed on the SEND register.

Parents' evenings occur annually for each student and are a chance for the subject teacher, parent and student to sit down and discuss performance.

Students with an EHC plan will have an annual review meeting. The student, parents/carers, Key worker, pastoral support teachers, subject teachers and external agencies will be invited to contribute and attend.

Parents of students on the special educational needs register will be invited in for a review termly, to discuss what is working, what is not working and their thoughts and suggestions on targets and future provision. Copies of all parent reviews and actions are sent home on the Learning Passport. This review can happen by telephone or remotely where more appropriate.

When a child is in care, the carers are afforded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

## **9.1. Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways.

These views are welcome at any time but are specifically sought as part of their Annual Review, as part of their Learning Passport review meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

## **10. Additional support for learning external agencies**

We work with the following agencies to provide support for pupils with SEN:

- Babcock – Educational Psychologist
- CAMHS – Child Adolescent Mental Health Services
- Multi- agency Safeguarding Hub (MASH)
- Devon 0-25 team - Provision and review of EHCP
- Integrated Therapy Services, including Occupational Therapy
- Specialist IT Advisory Team – Devon
- Visual Impairment and Hearing Impairment (VI) and HI)
- Educational Welfare Officer (EWO)
- DIAS
- Careers South west
- Independent careers adviser
- Exeter College Careers advice
- South West Autism
- Communication and Interaction Team

## **11. Supporting pupils moving between phases and preparing for adulthood**

Transition to Axe Valley Academy  
Before a student starts in year 7:

- Information is gathered from parents and feeder primary school. This included medical records, specialist reports, intervention notes and progress data.
- Students are visited at their primary school towards the end of year 6. The aim of the meeting is to provide the students with information about the school, allow them to ask questions and generally reduce any anxiety about the transition. The visiting teacher will also liaise with the student's class teacher and establish what support is being offered and what specific needs the student has. If the student has an EHCP or is on the SEND register the SENCO will liaise with the primary school, parents and relevant external agencies to ensure that appropriate provision is in place before the student starts school in September.
- All Year 6 students attend a familiarisation day and when appropriate those with SEND may have extra familiarisation days organized to enable them to meet key staff, take photos for visual timetables etc.

#### Transition from Axe Valley Academy

Students will have the chance to meet with our career advisors to discuss their next steps in education.

Students with an Education Health and Care Plan (EHCP) have an additional one-to-one meeting with the Careers South West Advisor to discuss transition in relation to the specific needs of the student and how these can be met in the future. Transition advice will also be given at the Annual review.

Once an application for further/higher education has been made, Colleges may contact the school to discuss the student needs and the interventions and support that is currently in place in school.

## 12. Training and Resources

### 12.1 Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

### 12.2 Training of staff

- The SENCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN.
- All staff have regular Appraisal meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

### **12.3 Funding**

Axe Valley Academy provides support to pupils with SEN from our delegated SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, we can make a request for an Education, Health and Care Plan assessment to the 0-25 SEN Team at Devon County Council.

### **12.4 Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

## **13. Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision will be planned and delivered in a co-ordinated way. This may be outline on an Individual healthcare Plan. For those pupils with an Education, Health and Care (EHC) plan medical needs will be reviewed as part of the termly review cycle..



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.

#### **14. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term in review meetings with student and parents.
- Reviewing the impact of interventions.
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

#### **15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

We feel that every student has the right to be part of all possible aspects of school life and be an active member of the wider community. All of our extra-curricular activities and school visits are available to all our pupils. Axe Valley Academy runs a diverse array of additional activities. We are fully compliant with the Equality Act 2010. Prior to any specialist or external trips, a full risk assessment will be carried out and if necessary a formal risk meeting will be held between the school and parents. Support is given by the Learning Support department as necessary to facilitate this and students with SEND are actively encouraged to participate.

#### **16. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **17. The local authority local offer**

This gives children and young people with special educational needs or disabilities and their family's information about what support services the local authority think will be available in their local area.

**Information about the support and services offered by Devon County Council can be found at <http://new.devon.gov.uk/send/>**

## **18. Monitoring arrangements**

This policy and information report will be reviewed by Gillian Cooper - SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Board of Governors.

## **19. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Exclusion
- Equality
- Supporting pupils with medical conditions