



Sutton Valence
Senior School

svs.org.uk

SEND Policy



Introduction

At Sutton Valence School we are committed to helping every student, irrespective of background, to access a high quality education which meets their ability, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some pupils may require more support than others and we aim to plan accordingly. This policy has particular regard for pupils with needs which require provision that is different from or additional to that made generally for pupils of the same age. This includes those with learning difficulties, a disability or particular medical needs, as well as our high attainers. Throughout the coronavirus (COVID-19) outbreak, educational settings have been asked to ensure that vulnerable children and young people can attend where appropriate, including those children and young people who have an EHC plan, and for whom it is determined, following a risk assessment, that their needs can be as safely or more safely met in the educational environment. Sutton Valence School have taken a pragmatic approach and determined that the needs of our pupils with SEN are most safely met using online support. Learning Support lessons and 1:1 sessions for academic and social and emotional support have continued throughout this period.

Definitions

A student has special educational needs if he or she has a learning need that calls for special educational provision to be made for them. This may mean that a student has a significantly greater difficulty in learning than the majority of pupils of the same age. (Education Act 1996)

A student with a disability is defined as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech and language difficulties, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means more than minor or trivial and long-term means lasting or expected to last 12 months or more. (Disability Discrimination Act 1995)

Medical needs are those which result in a student's regular or prolonged absence from school and which have a significant impact on their education. Ensuring a good education for children who cannot attend school because of health needs. (Statutory guidance for local authorities DfE January 2013)

High attainers are children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). (Identifying Gifted and Talented Learners – getting started DfE May 2008)

Rationale

This policy is written in line with the requirements of:

- Children and Families Act 2014;
- SEND Code of Practice 2014, updated May 2015;
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014 Part 3. Duties on Schools – Special Educational Needs Co-ordinators Schedule 1 regulation 51– Information to be included in the SEN information report Schedule 2 regulation 53 – Information to be published by a local authority in its local offer;
- Equality Act 2010;
- Schools Admissions Code, DfE 1 Feb 2012;
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012;

- SI 2013 758 The School Information (England) (Amendment) Regulations 2013.

Related policies include:

- Admissions Policy;
- Access Plan;
- Pupils' Equal Opportunities Policy.

Principles, Aims and Objectives

We aim to meet the diversity of children's learning in at Sutton Valence School setting by way of:

- a broad and balanced curriculum which is relevant to their strengths and needs;
- high quality teaching that is differentiated and which results in progress;
- an appropriate level of challenge;
- promoting a positive attitude and resilience.

Policy

To meet our aims

- we will provide additional support where appropriate in line with the SEND Code of Practice 2014 (updated May 2015);
- we will raise awareness amongst staff of pupils' needs so that learning differences are noted as soon as possible and teaching adjusted accordingly;
- we will work collaboratively with staff, pupils and parents to facilitate progress;
- learning will be purposeful and stimulating and teaching will be differentiated to make allowances for particular learning styles with an appropriate level of challenge;
- we will provide staff with suitable training where required;
- we will engage other professional services where appropriate to give pupils opportunities to take part in all aspects of the school's provision, as far as is appropriate and practicable;
- we will identify, assess, record, and regularly review pupils' progress and needs and the effectiveness of any interventions, e.g. via progress reviews and classroom observations;
- we will ensure that the responsibilities held by all staff and governors for SEND pupils are met.

Procedure

Pupils with Special Educational Needs and Disabilities (SEND)

We keep a register of SEND pupils. We coordinate their provision in accordance with the SEND Code of Practice, assess those who are not making the progress expected and provide suitable programmes and strategies to support learning. We monitor regularly the quality of teaching and learning for pupils with SEND through the use of existing school assessment information and classroom observations and share information through learning profiles which are constantly being updated. Parents or carers are kept informed of a pupil's progress and welfare by subject

and pastoral staff. Where appropriate, the SENCO will contribute to and review annually with parents and pupils Health and Care Plans (EHCP). Pupils will be encouraged to take part in reviews in order that their opinions and preferences may be heard.

Education Health Care Plans (EHCP)

Sutton Valence School currently meets the needs of pupils with an Educational Health Care Plan (EHCP) with the following areas of special educational needs:

- Autism Spectrum Disorder
- Specific Learning Difficulties (Dyslexia and Dyspraxia)
- Moderate Learning Difficulties
- Social, emotional and Mental Health Difficulties
- Physical Disabilities

These children are taught in mainstream classes with additional small group or 1:1 support.

Decisions on the admission of pupils with an EHCP are made by the school based on our ability to provide suitable provision based on their particular needs.

Scholars

We maintain a register of scholars using their entrance examination results and GCSE results for Sixth Form pupils. It is our policy that the main forum for effectively educating our scholars will be in the classroom. Departments will make special provision by way of differentiated resources, teaching techniques, setting and co-curricular activities to encourage independent thought, originality and creativity. The Head of Academic Scholars coordinates co-curricular activities including Kingdon Society lectures, trips and visits and university applications.

Roles and Responsibilities

The School's governing body and senior management team will ensure that SEND provision is an integral part of the School development plan, that this policy is reviewed regularly and that they are informed annually about the numbers and progress of SEND and scholars.

The head of Learning Support has overall responsibility for management of the School's provision for pupils with learning needs.

They will

- maintain the School's SEND register;
- work closely with parents and outside agencies, including primary and prep schools to ensure a smooth transition;
- co-ordinate the provision for pupils with special educational needs as identified at primary or prep level;
- provide staff with up-to-date information about pupils, including best individual learning practice;
- monitor the quality of teaching and learning for pupils with SEND and their subsequent progress;

- manage training needs and professional development.

Subject teachers and form tutors are responsible for

- providing an appropriately differentiated curriculum;
- referring pupils who they suspect of having a previously unidentified special educational need to the Learning Support department for further investigation.

Author: Mr David Frost

Policy review date: September 2021

Approval date by Governors – November 2021

Review Date: September 2022