

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



Saffron Valley Collegiate

Approved by Management Committee on: 20.03.2019

To be reviewed: Annually

Mission Statement

The Saffron Valley Collegiate seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so it enables them to progress academically and become successful learners through the re-engagement of the young person with education.

EQUALITIES STATEMENT:

All who work at the Saffron Valley Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all of its forms.

These values are explicit to the ethos of the Saffron Valley Collegiate and implicit in all policies and practices.

This SEND policy is a key document to support the finest inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential/best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed through consultation with staff, the SEN Management Committee member and will also be shared with all staff, Governors and parents of students with SEND, who all may wish to contribute to future updates of the Policy.

This document complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEN support. Our SENCO also contributes to the strategic development of SEN provision.

Our SENCO is Josephine Kennedy. She can be contacted via email or through the school office at Springboard.

Email address: josephine.kennedy@saffronvalleycollegiate.org.uk

Our assistant SENCO is Sally White. She can be contacted via email or through the school office at the Coningsby on a Tuesday and at Springboard from Wednesday to Friday.

Email address: sally.white@saffronvalleycollegiate.org.uk

Both our SENCO and Assistant SENCO are qualified teachers who are experienced in this role and have achieved **the National Award in Special Educational Needs Coordination** .
Our Head teacher, Jennifer Adamson-Lucy Meagher, has the strategic overview of the special educational provision.

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Section 1: Our values and vision in relation to SEN provision

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEN can engage successfully in all school activities alongside pupils who do not have SEN, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development

To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood

Section 2: Admission arrangements for pupils with SEN.

SEN referrals to Springboard will always come via Croydon SEN Department. If schools are referring a pupil with SEN directly, then we will direct them through SEN for agreement.

EBSR pupils with SEN will be considered by the multi-agency panel-the EBSR panel.

~~Schoolgirl mothers with SEN—we consider the teenage pregnancy to be the predominant need, but will liaise with the SEN department, if appropriate.~~

Section 3: Identifying Special Educational Needs

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Half-termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Before deciding that a pupil requires additional SEND support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Section 4: Meeting the needs of pupils with SEN.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEN register** where his/her progress and provision can be monitored more closely.

The SEN Register

The register provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the SVC
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered.

The plan will:

- Be outcome focused with the desired benefit or difference from any intervention clearly identified to support the evaluation of the impact of any provision
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.

- Be recorded on individual support plans or on class/school provision maps
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

The range of additional interventions and approaches that will be made available to support progress towards these outcomes are on the Provision Map(s) which are available on the SVC website.

Parents will receive a copy details of this plan *with the time frame/date* when it will be reviewed.

DO:

Class/subject teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEN support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans:

The additional needs of most of the pupils within the Saffron Valley Collegiate will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO/ASSISTANT SENCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for statutory assessment which may lead to the issuing of an Education Health and Care Plan (EHC plan).

Full details of the process for requesting an EHC plan can be found on the Croydon SEND Local offer web site (details in Appendix 3).

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Section 5: Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Section 6: Transition Arrangements – Arrangements to support pupils with SEN moving into the school or moving to a different school.

If a pupil has an Education and Health Care Plan the SENCO/ASSISTANT SENCO will liaise closely with Croydon SEN department who will seek a suitable school. Visits to the new setting may be arranged prior to the pupil's admission to ease the transition process.

For other pupils our Reintegration Co-ordinators will make contact with the Pastoral Support Team once a school has been named to start planning for transition.

Our SENCO/ASSISTANT SENCO will provide any additional information to the school to ensure the transition is successful.

Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help the pupil become familiar with the new setting and to reduce any anxieties.

Towards the end of KS4 students will be supported to apply to a variety of post 16 provisions best suited to their aptitudes, interests and needs. They will be supported through this process with Information Advice and Guidance (IAG) from staff who specialise in IAG, and an IAG adviser who works across the provisions. Students who have EHCP or Learning Difficulties may receive support from Local Authority Education, Health and Care Plan Co-ordinators ~~Preparing for Adulthood Advisers~~ to help plan their transition to adulthood, including access to 6th form, specialist FE College and Mainstream FE College.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the careers team and SENCO/ASSISTANT SENCO.

Parental involvement in this process will be critical to supporting a successful move.

Section 7: Funding and Resources

The school receives funding from the Local Authority each year to facilitate small group teaching to support the needs of pupils requiring additional SEN support. The school leadership through consultation with the SENCO/ASSISTANT SENCO and Management Committee decide on how funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. ~~This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEN.~~

Section 8: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEN within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEN

The SENCO/ASSISTANT SENCO attends the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision. He/she is also an active member of the local cluster network.

Section 9: Roles and Responsibilities

See School Information Report

The SENCO/ASSISTANT SENCO:

The SENCO/ASSISTANT SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. The SENCO/ASSISTANT SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEN. The SENCO/ASSISTANT SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEN. The SENCO/ASSISTANT SENCO will also take a key role in supporting the transition of pupils with SEN to different settings.

The Management Committee

The code of practice states that there should be a member of The Management Committee or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of The Management Committee are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN.

The Management Committee will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead MC member for SEND for the Saffron Valley Collegiate is Andie Chamberlain:

Achamberlain306@lgflmail.org.

The lead SEND MC member will meet at least termly with the SENCO/ASSISTANT SENCO to review and evaluate effectiveness of the schools' SEN provision and contribute to discussions about plans to develop and enhance this provision.

The lead SEND MC member will also ensure that updates on the quality and impact of SEN provision are regular items on The Management Committee cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

Designated teacher for Safeguarding: Jenifer Adamson

Assistant SENCO/ASSISTANT SENCO and Designated teacher for Children Looked After: Josephine Kennedy ~~Sally White~~

Lead teacher for effective deployment of pupil premium funding and sports funding: Jenifer Adamson

Section 10: Monitoring and evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Section 11: Dealing with Complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the *class teacher/form tutor* with further discussions with the SENCO/ASSISTANT SENCO as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non- adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

Section 12: Anti Bullying

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEN have a named adult to report any incidents of bullying to.** Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

*(**Reflects best guidance set out in by Achievement For All and Anti-bullying Alliance in Reducing the Impact of Incidence of Bullying on Learners with SEND 2013.)*

Section 13: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities .Improve access to a range of information.

Our accessibility plan forms part of Equalities Policy which can be found on the website

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils ~~at school~~ with medical conditions (June 2014 and update August 2017)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers' Standards 2013
- Working together to safeguard Children (2018~~2013~~)
- Keeping Children safe in Education (2016)

Croydon's local offer for SEND: A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see:

<https://www.croydon.gov.uk/education/special-educational-needs>

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 2015

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or main-stream post-16 institutions

Equality Act 2010

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

Appendix 3: Links with Local and National services and organisations to support implementation of the SEN policy.:

Children’s Speech and Language Therapy	Tel: 020 8714 2594
Croydon Educational Psychology Service Octavo Partnership	Tel: 020 8 2415468
Croydon CAMHS https://www.croydon.gov.uk/healthsocial/families/camhs	Tel: 0203 228 000
OccupationalTherapy	020 8274 6854/50
Children’s Physiotherapy	020 8274 6853
Salt	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5784 linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5783 luisa.saddington@croydon.gov.uk
Croydon Partnership Locality Early Help	earlyhelp@croydon.gov.uk
Best Start Family Solutions Children, Families and Education Early Help and Children’s Social Care	0208 604 7133
Croydon Primary Behaviour Support Team	020 8686 0393
Primary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk

Secondary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents In Partnership	0208 663 5626 www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	020 3131 3150 parentssupportherts@familylives.org.uk
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/
Link to NHS Croydon Health Services A-Z:	https://www.croydonhealthservices.nhs.uk/a-to-z-of-services?ser_atoz=A

