

Pewsey Vale School



Headteacher: Mr N Pritchard

Special Educational Needs Policy

Responsibility: Mr T Robinson – Assistant Headteacher (SENCo)

Next Review: November 2021

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| • Reviewed by TR | January 2021 |
| • Adopted and implemented by P&S Committee | 22 January 2021 |
| • Verified by FGB | 04 February 2021 |

P&S Approving signature: _____ **Date:** _____

Head Teacher signature _____ **Date:** _____

Chair of Governors signature _____ **Date:** _____



Pewsey Vale School

A. Policy and Context

SPECIAL EDUCATION NEEDS POLICY 2020-2021

Definition of special education needs (SEN)

The Special educational needs and disability code of practice: 0-25 years June 2014 defines 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 or young person has a learning difficulty or disability if he or she: has a 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Objectives

Pewsey Vale School adopts the SEN Code of Practice by:

Identifying, assessing and planning provision to meet the individual needs of students experiencing difficulties in their learning as early as possible

Ensuring that all staff are aware of the procedures for identifying, supporting and delivering the curriculum to students with special educational needs

Monitoring, recording and reporting on the progress of students experiencing difficulties with their learning and adapting the provision as required

Co-ordinating the efficient use of resources and supporting the efforts of staff to meet more effectively the needs of those students experiencing difficulties with their learning

Promoting access to a balanced and broadly-based curriculum, including the National Curriculum

- Developing and encouraging opportunities for partnership with feeder primary schools and external agencies
- Developing and encouraging opportunities for partnership with parents
- Displaying an SEN information report on the school website which includes details of the school's SEN provision.

Principles

Pewsey Vale School is committed to raising the achievement for all students, taking into account individual needs, and enabling all to achieve their full potential. Students with special educational needs require special consideration so that they can access the broad and balanced curriculum as laid out in the National Curriculum. All teachers are teachers of children with special educational needs and have a responsibility to meet those needs. Quality First Teaching is differentiated and personalised to meet the needs of the majority of students. Teachers are advised and supported in achieving this by the Learning Support Department, and through robust teacher training.

A small number of students will need provision that is 'additional to or different from' high quality differentiated teaching in a mainstream classroom. These students will be identified on the SEN register so that all staff are aware of strategies for supporting them and the interventions which are in place. These interventions will also be identified on the provision map for SEN.

Those students who are identified as requiring additional provision will be fully integrated into the life of the school, enabling them to contribute to the social and cultural activities of the school, provided this is compatible with the efficient education of other students and the efficient use of resources.

- The SEN staff liaise closely with pastoral staff in order to maximise the care and support for students with special educational needs.

Roles and Responsibilities

The Governors' role

The Governing body will ensure that the necessary provision is made for any student who has SEN. The SEN Governor is Elinor Goodman. The Governing body play an important part in developing and monitoring the school's SEN policy and liaises closely with the SENCo.

The Assistant Headteacher in charge of Special Educational Needs also has responsibility of KCSIE, CP, is DT LAC and works with other leaders on Pupil Premium:

The SENCO is responsible for:

- overseeing the day-to-day management of the school's SEN policy
- monitoring, evaluating and reporting on the provision for students with SEN to the governing body in conjunction with the SEN Governor

liaising with and advising fellow teachers

- advising on a graduated approach to SEN support
- is the designated teacher for Looked after children
- managing the SEN team of teaching assistants
- co-ordinating the provision for students with special educational needs
- overseeing the records on all students with special educational needs
- liaising with parents of students with special educational needs

- being a key point of contact with external agencies
- contributing to the in-service training of staff
- liaising with primary schools and colleges for cross-phase years
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- ensuring that the school keeps the records of all students with SEN up to date.

Staffing and facilities

- The staffing team consists of:
Assistant Headteacher
1 HLTA
10 teaching assistants (5 of which are p/t, 3x Qualified Teachers)

Admission Arrangements

- The admission arrangements for students with special needs but who do not have a statement or Education, Health and Care Plan (EHCP) are the same as those for all students. Where a student has a statement or EHCP the Local Authority negotiates a place at the school of the parent's choice.

Arrangements for the implementation and success of the SEN Policy

Assess

- In identifying a child as needing SEN Support the SENCO should carry out a clear analysis of the student's needs. This should draw on teacher assessment, the experience of the student, their previous progress and attainment, SATs results, primary reports, Cognitive Ability Tests and reading and spelling tests. These tools are all used to enhance the identification of any special educational need. This information is shared with staff at the beginning of the academic year, wherever possible. Early information on students about to transfer to secondary school is vital if an effective and smooth start is to be achieved. Before a student enters the school, effective primary liaison will have identified those students who have been of concern in year 6. The SENCO will have visited those students experiencing difficulties with their learning in their primary schools. Staff can, at any time, alert the SENCO or the teaching assistants to any problems a student may be experiencing.
- Assessments are reviewed termly. This helps to ensure that support and intervention are matched to need; barriers to learning are identified and overcome; and that a clear picture of the interventions put in place and their effect is monitored. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.

- In some cases, outside professionals from health or social services may already be involved with the student. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them with the parents' consent.
- Students may also attend specialist provision off-site if this is appropriate in meeting their needs. Occasionally SEN staff may be involved in home visits and tuition for a short period of time to support reintegration of a student.
- Pewsey Vale School currently provides support for students in all four areas of SEN:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental and Health
 - Sensory and/or physical needs.
- Once a student has been identified as having a special educational need and some form of support is initiated, he/she is placed on the Special Needs List at SEN Support. The Special Needs List is amended to include new students and is disseminated to teaching staff. Being in a class with teaching assistant support is not necessarily a reason to be on the SEN register. Students will only be identified as SEN if they are unable to work in class without the support of teaching assistants.
- Staff work closely with the learning support department and students who display behaviour concerns may be assessed for a possible, unidentified SEN.

Plan

- When it is decided to provide SEN support, parents are formally notified, and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will also be identified and addressed.
- All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system and by issuing a student profile.

- Where there is an increased concern over a student's SEN and the school believes an Educational and Health Care Plan (or 'My Plan') may be necessary, a 'My Support Plan' will be put into place in liaison with parents or carers, staff and, if appropriate, external agencies. This document will be logged with Wiltshire County Council and is a necessary step if a 'My Plan' is to be sought.

Do

- As far as possible all students remain in mainstream lessons. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the student's progress. Subject staff 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 or subject teacher in the further assessment of the child's particular strengths and weaknesses, and advise on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.
- For students who have a Statement of Special Educational Needs or an EHCP ('My Plan') an Annual Review Meeting will be carried out. Parents and representatives from outside agencies, as well as representatives from the local authority, may attend these meetings. Reports of findings are then circulated to all concerned.

Involving specialists

- Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists,

including those secured by the school itself or from outside agencies.

- We will always involve a specialist teacher advisor, where a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of students of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The student's parents will always be involved in any decision to involve specialists. The involvement of specialists and what is discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Requesting an Education, Health and Care ('My Plan') assessment

Where a student has still not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student and a My Support Plan has been implemented, the school will consider requesting an Education, Health and Care Plan assessment.

Policy Review

This policy is reviewed annually by the Governors (Personal and Standards Committee), the SENCO and the SEN Governor. It should be read in conjunction with other relevant policies and documents such as the Behaviour Policy, the Complaints Policy, the quality Policy, the Accessibility Arrangements and the school SEN offer (available on the school website)

B. SEND information report and policy 2020-2021

The SEND code of practice January 2015 highlights (Section 6) and Children and family act 2014 (section 69) sets out a requirement for providers, schools and colleges to publish their SEND provision in an SEN information report and policy, previously known as setting/school offer.

Wiltshire County Council's Local offer can be accessed through www.wiltshire.gov.uk/local-offer if you do not have internet access, it is also available at your local library and selected children's centers. You can also contact the Wiltshire Parent Carer Council (WPCC) who will do their best to assist you. The WPCC can be contacted on 01225 764647, Monday-Friday from 10am-5pm.

What specialist services are available or accessed by the setting?

Learning Support

CAMHS

Splitz

Speech and Language Therapy

Art Therapy

Girls Group

Boys Group

Education Welfare Support

MASH (Multi Agency Safeguarding Hub)

ELSA

1:2:1 Teaching

Small group work

EP (Provided by Wiltshire Council)

Specialist teacher Advisor Services and Support (provided by Wiltshire Council)

Lackham College Alternative provision

Greatwood Alternative provision

Allocated Key Working

What training have the staff supporting the children with SEND had or are having?

ELSA

Speech and Language Training

Advice on teaching students with Autism

Accelerated Reader

Literacy intervention

Maths support work

Attachment Disorder

How does the setting know if my child might need extra help and what should I do if I think my child may have SEN?

Students are tested for reading accuracy, spelling, reading understanding and complete a Math's baseline test. This allows us to target support for students with additional needs, whilst giving us an indication of gaps in learning. We also have a dyslexia screener in school that allows us to diagnostically test for dyslexia, and provides accurate readings that show

any areas that need attention. We also can use the Lucid screener which gives us a profile of a students and their cognitive ability. A specialist teacher comes in to carry out complete cognitive profiling if it is thought necessary. Links with Primary schools is robust and information shared. We are also able to ask for support from the SENDS service, to include Educational Phycologists and specialist teacher advisers, where necessary. This involves meetings with parents and the completion of a new online screening tool; DART, which allows us as professionals to access the correct support.

If you are concerned that your child has SEN, and would like us to investigate further, please contact Mr Tom Robinson AHT (SENCo) SENCO@pewsey-vale.wilts.sch.uk or speak to your child's tutor who will signpost to the correct member of staff.

How will the school prepare and support my child to join the setting and transfer to a new setting? (What are the arrangements?)

Transition from primary school begins early into Year 6. The SENCo and Assistant Head responsible for transition, visits all students at school to ascertain what provision will be needed the following September. For students with an EHCP, the SENCo/AHT will also attend annual review meetings during Year 5 and 6 to ensure that we are clear on the details pertaining to each child, and works with the Education Officer to ensure when needs are met. The SEND department holds information evenings outside of parents' evenings to further support those pupils with additional needs. The EP also provides clinics for informal discussions with staff twice during the academic year.

All students on the SEN register are tested for Exam concessions at the end of Year 9, which remain in place for KS4 examinations, and are sent on with the students to their KS5 setting.

In preparing for KS5 each student with an EHCP meets with their SEND Lead Worker who outlines and prepares provision required for KS5. This is shared with the KS5 provider to ensure that all needs are prepared for.

Open days at KS5 provision will be supported by the SENCo and the team, to ensure that all Year 11 students and their parents are abreast of the information. This involves organizing visits, and trips and making sure that the SENCO in the future setting is aware of all individual needs.

What type of SEND does your setting provide support for?

- Cognition and Learning Need (mild, Dyslexia, literacy and numeracy difficulties)
- Physical and Sensory need (HI, VI, PI, PD)
- Communication and Interaction Difficulty (Speech language and communication difficulty, ASD, anxiety)
- Social Emotional and Mental Health Need (Including ADHD, ADD)
- Complex needs
- ASD

How will I know how well my child is doing and how will you help me to support my child's learning and development?

Whole school reports for individual subjects are generated and sent home each term. For students on intervention programs, the students are tested every ten weeks to track progress. This will allow SEND staff to adjust intervention strategies to ensure that all learners continue to progress and be successful.

There is a Home Learning club run in the LSF after school each night. This allows a safe, secure place with relevant resources and provision for all SEN students. SEND staff are in the LSF, and are there before, during and after school to offer support and to answer any questions. For certain students, a keyworker is assigned who remains in regular contact with parents throughout their time at the school. Communication will take the form that parents prefer; such as email, telephone or written report home. Often we use a communication log to go between home and school. Where necessary TAC (Team Around the Child) meetings take place to discuss any additional needs, and referrals to specialist teacher advisors complete when they are deemed as necessary.

What cultural backgrounds does the setting offer and how?

Mainly a Christian religious profile, however, all faiths and religious groups will be supported when they attend the school.

What type of and how many complaints did you receive last year and how were they resolved?

During last year, there were no registered complaints.

What support will there be for my child's overall wellbeing?

During social times, and before and after school the Learning Support Facility remains open as a support base. There are a team of teaching assistants, trained in differing roles to best support the individual needs of the students.

The Library is also open during break and lunchtime to provide a quiet space for young people.

There is also a breakfast club which students can attend.

There is a robust tutor system- where there are concerns these are initially discussed with the House Lead, and then onto SLT if it is deemed necessary. Tutors liaise with parents to ensure that communication is clear, and promotes a culture of working together.

Teaching Assistants, Teaching Staff, Tutors, and others members of staff.

There is flexibility for reduced timetables if there is a medical reason to suggest this would be beneficial.

We also can put individual programs of study together for particular students as part of an EHCP Plan.

Students are referred to the school counsellor if it is deemed necessary, as well as students being discussed weekly in pastoral briefing and also with House lead and SLT.

Communication – how will the school let parents/carers know about things?

- Email
- Letters home
- Text
- Parents evening
- Telephone calls
- Email
- Termly newsletter
- Meetings
- Key Worker “keeping in touch” calls

How will the curriculum be matched to my child’s needs?

Students who require additional intervention will be removed from some lessons to attend targeted intervention sessions. The lessons that they are removed from will differ each week to ensure that the same curriculum area is not being repeatedly missed.

For those students whom a part time timetable is most appropriate, a curriculum discussion will take place with the relevant Assistant Head Teacher, and a reduced timetable can be agreed with the student and parents. A part time timetable should be a short-term measure, and will eventually be increased. This can, however be an effective short-term strategy for some students. This will always be discussed with the EWO in order to ensure we are following procedure and statutory guidance.

During the options process, those students with additional needs will be given support from the Deputy Head Teacher, and also the SENCo to ensure that the choices they make provide them with the best chances in the future, and meets the profile of the learner. Given the changes in educational legislation and the expectation on our young people, this is approached very sensitively.

Some students have an alternative bespoke curriculum put in place, such as Sparsholt College, Greatwood Equine Therapy and also Lackham College, but that is on and need by need basis.

How flexible is the setting with regards to the average day?

Pewsey Vale School are committed to achieving the right outcomes for all students. Some students may require more robust and creative support than others. Sometimes it is suggested that an alternative timetable is followed which could mean, as an example: A reduced timetable. Any reduction in timetable must be agreed with parents and the student, and should only be for a short period unless there are medical mitigating circumstances. In extreme cases, some students take less GCSE subjects to enable them to manage their KS4 outcomes. Any student who requires some down time in a quiet space will be provided with this. This may operate on an ad-hock basis.

How is the decision made about what type and how much support my child will receive?

Students with an EHCP will join the school with clear information on the kind of support and what is needed to best support them, this is discussed throughout year 6, with enhanced transition visits, along with the Education Officer. Students with additional needs without an EHCP plan, will be regularly monitored, and interventions and support are adapted to meet the change in need. It is our intention to best meet the need of the students with appropriate support. We are an inclusive school, and aim for all students to feel successful and to reach their potential with the right support.

How will the setting support my child?

Homework club
Breakfast and lunch club
Riding for the Disabled
My Plan
My Support Plan
Carefully targeted intervention to meet need.
Robust data and tracking
Shared information in pastoral briefings
Tutor support
House Leaders support

How and who do parents/carers alert if my child is not getting the support they need?

The first person to contact on any issue the tutor. If there are still concerns then the house leads can be contacted; Mr Tom Robinson (AHT SENDCO) and Miss Chantal Dean. In the event that there are increasing concerns then Mrs Protheroe (Deputy Head Teacher) and Mr Pritchard (Headteacher) are the people to contact: Mr Pritchard can be contacted via his secretary: Mrs Lisa Bradshaw: head@pewsey-vale.wilts.sch.uk

What support is there for parents/carers?

Leadership Team
Tutor Team
SEN parents information evenings
Parent's evenings
Tutor evenings
SPOC Team (Single Point of Access Team) and SEND support services. 01225 757985
SEND Lead workers
Education Welfare Officer
Education Officer
MASH advisers (Multi Agency Safeguarding Hub)
School Nurse (Drop in Sessions offered on a Thursday lunchtime).
Early Help Team
Parent Teacher Association

How are the settings resources allocated and then matched to the Students' SEND needs?

Students with Education Health and Social Care Plan are carefully monitored. The School work closely with the Education Officer to ensure that the needs and outcomes outlined in the EHCP are met, and that the appropriate provision is in place. This is updated and altered as the needs of the students change.

Who can I contact for further information and how?

Please visit our website for all contact information.

How will my child be included in activities outside of the classroom including school trips?**What social/out of school opportunities are there?**

At Pewsey Vale, we have an extensive trips and visits program that all pupils are invited to attend. There are also enrichment opportunities for all pupils, such as sports, art, music, school productions, cookery competitions and much more.

A list of enrichment opportunities can be found on the school website; this is updated regularly to reflect the current opportunities offered. We are an inclusive school, and encourage all students to take part in activities offered.

How accessible is the setting environment?

The school site is mainly on ground level, and split into three main blocks surrounding a central quadrant. There are two sets of stairs to access upper classrooms for four curriculum areas. Reception, first aid, the dining hall, main school hall, LRC and toilets are all located on the ground floor.

There is a sound system in place for assemblies, so that all sound can be amplified.

Can my child school dinner requirements be accommodated if they have a special diet?

All food that is served in the dining hall is cooked on site. Therefore, we are able to cater for all dietary needs. If your child has specific needs that need addressing, please let us know so that we can contact the dining staff to ensure their needs are met.

Should you have further queries then please don't hesitate to contact school:

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| • Headteacher | Mr Neil Pritchard | 01672 565000 |
| • SENCo and Assistant Headteacher | Mr Tom Robinson | 01672 565005 |