



SEND Policy

2020-21

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Shared with staff	Annually
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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Seva, our vision is to equip all children with SEND with the skills to lead a happy, successful life. We ensure the learning that takes place provides children with the necessary life skills to get a job they enjoy and form positive relationships.

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 Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Adele Carter (email: a.carter@seva.coventry.sch.uk)

They will:

- Work with the Principal and SEND trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Manage the work of staff members who are employed to work with children with SEND.

4.2 The SEND trustee

The SEND trustee will:

- Help to raise awareness of SEND issues at trust board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the trust board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEND trustee to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Cognition and learning, for example, dyslexia, dyspraxia.
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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.

5.3 Consulting and involving pupils and parents

Class teachers liaise closely with the SENDCo and parents. Concerns are raised if children need additional support that is different to what is provided to the whole class. Through collaboration, a decision is made about whether the child is put on the SEND register.

These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment against targets and overall experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed at least 3 times a year through a SEND review.

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

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All children have induction meetings at their new schools. A meeting will take place to discuss the needs of the child and the SEND history. Children will carry out transition activities at Seva through their PSHE sessions and additional transition sessions will be planned when needed for individuals and groups.

5.6 Our approach to teaching pupils with SEND

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

Quality-first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Children on the SEND register will also have their own individual targets which are documents separately either on a Pupil Profile or as a target sheet. These targets will be reviewed in SEND reviews each term and updated approximately every 6 weeks. New profiles / target sheets will be completed each term and updated targets in the interim will be discussed in SEND reviews. Class teachers must update targets through their assessments and professional judgement if children have met them and bring records to SEND reviews.

We will also provide the following interventions: Lexia, Numbots, Rockstars, Accelerated Reading, Nurture Group, Learning Village, Read Write Inc, Neli, My Maths.

5.7 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 and withdrawing children for targeted interventions.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching skills, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking information and differentiated expectations.
- Where possible, children are withdrawn from class to complete reading, writing, maths, speech and language and social skills interventions which sometimes take place of the whole class session where deemed relevant.

5.8 Additional support for learning

We have 2 SEND Academic Mentors who are trained to deliver interventions such as Lexia and also deliver interventions through collaboration with the class teacher, outside agencies and EHCPs.

The role of one Academic Mentors is to support children with an EHCP on a 1:1 basis and in a small group for the whole week.

The second Academic Mentor will support pupils in small groups on interventions planned through collaboration with the class teachers and SENDCo for the whole week.

We also have a fully trained adult who works with health and physical needs along with a Pastoral Mentor who works with the social and emotional needs in children.

We work with the following agencies to provide support for pupils with SEND: Educational Psychology, Speech and Language, Social Emotional Mental Health and Learning Team (SEMHL), Complex Communication Team (CCT), Sensory Support Services, RISE, Occupational Therapy, Physiotherapy, MIND, Positive Choices.

We buy into Speech and Language, CCT, SEMHL and Educational Psychology every term and have professionals from these agencies working in school either weekly or fortnightly.

5.9 Expertise and training of staff

Our SENDCO has 18-years' experience in this role and has worked as a SENDCO and Assistant Headteacher.

They are allocated 3 days a week to manage SEND provision across the primary and secondary school.

In the last academic year, staff have been trained in: Autistic Spectrum Condition. They have also worked with all outside agencies who deliver training based on the needs of the children.

5.10 Securing equipment and facilities

If specialist equipment is required, Seva works with outside agencies to ensure we purchase the correct equipment. We also ensure the relevant training takes place.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term through a termly SEND review
- Informal discussions between staff members in between reviews
- Reviewing the impact of interventions after approximately 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all pupils, irrespective of their SEND.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Any reports of bullying are dealt with through out anti-bullying policy.

Through the Seva school values, positive, caring, kind treatment is actively encouraged and supported.

We have an Accessibility Plan in place for children with physical disabilities to ensure all needs are met. Additional needs will be met through termly SEND reviews.

The Accessibility Plan can be found on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND who find break and lunch difficult are invited to a social skills club in a calm, quiet room.
- Interventions to help with social and emotional development are planned when needed.
- Full time pastoral worker to help with social and emotional needs.
- Anti-bullying policy in place that is strictly adhered to. Seva School has a zero-tolerance policy to bullying.
- SENDCo support to parents, teachers and children.
- Targeted work from SEMHL and CCT.
- Regular teaching of the SEVA Values through PSHE lessons and in everyday school life.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. Through understanding and collaboration, the SENDCo will do everything to resolve the situation. If parents are still not happy, a meeting will be arranged with the Head Teacher. If the situation cannot be resolved, the school complaints procedure will be given to parents.

5.15 Contact details for raising concerns

SENDCo: Adele Carter (024 77987619)

Primary Head-Teacher: Sukhy Sanghera (024 77987619)

School Principle: Jo Donnellan (024 77987619)

5.16 The local authority local offer

Our local authority's local offer is published here:

https://www.coventry.gov.uk/directories/157/coventrys_special_educational_needs_and_disability_send_local_offer

5.17: Monitoring Arrangements

This policy and information report will be reviewed by Adele Carter SENDCo. It will also be updated if any changes to the information are made during the year.

It will be approved by the trust board.

A termly meeting will take place with the SEND trustee, SENDCo and Primary Head to monitor SEND provision across the school and make necessary changes.

5.18: Links with other policies and documents

Accessibility plan: This doesn't seem to be on the website?

- Behaviour: https://9a2f5bf9-c583-4ab2-a2a8-a8f7fd002d42.filesusr.com/ugd/ce7870_40813e892851445992f3dc190daac79e.pdf
- Equality information and objectives: https://9a2f5bf9-c583-4ab2-a2a8-a8f7fd002d42.filesusr.com/ugd/ce7870_07ee3bceccf24e539d1b3d753a195af2.pdf
- Supporting pupils with medical conditions: https://9a2f5bf9-c583-4ab2-a2a8-a8f7fd002d42.filesusr.com/ugd/ce7870_01de88cec25f4eecb9dfafa77deaeebb.pdf