



Forge Valley School SEND Policy 2020/21

Policy development:

This policy has been developed by building on our own best practice and that of other educational networks. It has been developed in consultation with governors, parents, staff and students and is accessible through the Forge Valley School website

Governor Committee: Full Governing Body

Ratified by governors:

Due for review: April 2021

Member of Staff responsible: SENDCO Kate Heaton

A handwritten signature in black ink, appearing to read "J.A. Crawshaw".

Ratified by
Chair of Governors

Forge Valley School – Special Educational Needs Policy

NURTURING CONFIDENCE, RESILIENCE & INDEPENDENCE

RATIONALE

The 2014 Code of Practice states;

“Our vision for pupils with special educational needs and disabilities is the same as for all pupils and young people-that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives”.

At Forge Valley School we endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting their needs. Recognition of the entitlement of all pupils to a balanced, broadly based curriculum is paramount.

PRINCIPLES

At Forge Valley School our guiding principle is one of inclusion – identifying and breaking down barriers to learning. We seek to enable all pupils to realise their full potential through:

- A collective staff responsibility for special educational needs within the school.
- To ensure all pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities
- Encouraging all pupils to become actively involved in each curriculum area according to their particular case and circumstances.
- Endorsement of the legal requirements as laid out by the Government and adhering to the procedures laid out in the Special Educational Needs and Disability Code of Practice 2014 (DFE).
- Providing support for learning for those pupils who experience learning difficulties.
- A commitment to addressing the needs of the individual and have an on-going programme that includes monitoring and evaluation of current practice.
- A recognition that parents/carers views need to be heard and that their knowledge and experience is a valuable resource.
- A recognition that the child’s wishes are to be considered in the light of his/her age and understanding.
- A recognition of the need for co-operation between the agencies that are/or may be involved with the child.

Management of provision

The school’s SEND co-ordinator (SENDCO), Mrs Kate Heaton, is a qualified teacher.

The needs of pupils with learning difficulties are a shared responsibility of all staff in school. The subject teachers have the day to day responsibility for the education of those pupils.

The SENDCO has an important role to play with the Headteacher and Governing Body in determining the strategic development of SEND policy and provision in Forge Valley School.

Specific responsibilities of the SENDCO are:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating specific provision for the pupils with SEND
- To work closely and collaboratively with the Integrated Resource Lead, Helen Latham, and the rest of the SEND Team
- Liaising with and advising colleagues - providing professional guidance to them and advising on resources, outcomes, strategies and approaches
- Advising on a graduated approach to providing SEN Support (Assess, Plan, Do Review)
- Maintaining the SEND Register
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Managing and supporting the SEND Team
- Overseeing the records of all pupils with SEND and ensuring they are kept up to date
- Liaising with, and supporting parents of pupils with SEND
- Contributing to the in-service training of staff regarding SEND issues
- Being a key point of contact with external agencies
- Developing a good working relationship with feeder Primary schools before transfer to Forge Valley School to ensure continuity of appropriate support
- Liaising with and working collaboratively with a range of professionals; educational psychologists, health and social care professionals, and independent or voluntary bodies
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Advising and supporting the identification of pupils with potential SEND (this may include administering and analysing assessments)
- Monitoring the progress of pupils with SEND
- Working effectively with the Locality model; half termly meetings with our Family Of Schools SENDCOs, attending Locality training as provided, keeping up to date with the Locality ways of working

The management of the provision will be overseen by:

- A termly item on the Governing Body Agenda
- Training on special needs
- The annual review procedures
- Reviews with teachers and other key members of staff (Heads of Year, Form Tutors, Safeguarding Team, SLT, support staff)
- Reviews with parents
- Contact meetings and other liaison between SENDCO and outside agencies

THE GOVERNING BODY RESPONSIBILITIES

The Governing Body has specific responsibility to:

- Ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that the pupils' needs are made known to all who teach them.
- Ensure that teachers are aware of the importance of identifying and providing for those pupils who have SEND.

- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Report to parents annually on the implementation of the SEND Policy.

WHOLE SCHOOL RESPONSIBILITY

All teachers are teachers of pupils with SEND and as such have responsibility to ensure all pupils have appropriate access to their learning. This includes:

- Ensuring they are aware of the pupils with SEND, their specific needs and appropriate strategies and adjustments they can use (as detailed in a SEND Support Plan, My Plan or EHCP).
- Ensuring they are aware of pupils with Access Arrangements.
- Ensuring they inform the SENDCO of concerns they have regarding a pupils' learning.
- Ensuring that the SEND Policy is followed in conjunction with other school policies.

Definition of Special Educational Needs

Pupils have special educational needs if they have a ***learning difficulty or disability that calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age.***

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND. However, it may be an indicator of learning difficulties or disabilities. Equally, we recognise that it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND.

Special educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area.

AREAS OF SEND

There are four broad areas which give an overview of the range of needs we plan for at Forge Valley School. These areas are to help school work out what action we need to take and are not designed to fit pupils into categories. We are mindful of the fact that in reality pupils often have needs that cut across all these areas and their needs often change over time.

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to those who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs. The school will do its best to ensure that pupils with special educational needs participate in the activities of the school together with pupils who do not have special educational needs (so far as it is reasonably practical and compatible with the child receiving the special educational provision, and the efficient education of the pupils with whom they are educated).

The school will have regard to the **Special Educational Needs Code of Practice 2014** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Parents

Partnership with parents/carers plays an important role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents/carers of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupils' education. Forge Valley endeavours to work collaboratively with parents/carers of pupils with SEND to achieve the best possible outcomes for the child.

Forge Valley School will keep parents/carers fully informed of any additional support their child is receiving and the impact of this support. This will take place via a range of methods, including email contact, phone conversations, meetings and SEND/EHCP Reviews.

School will make parents/carers feel welcome so they feel comfortable to share with school any concerns they may have about their child. School works hard to instil confidence that school staff will listen to parents/carers and act appropriately.

Pupils

Pupils and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of support they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

School approach

Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put special educational provision in place. This SEN Support takes the form of a four-part cycle of **ASSESS, PLAN, DO, REVIEW**. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs. This is a graduated approach.

Assess

Provision for pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, the school's Headteacher, the SENDCO and all other members of the school staff have important day-to-day responsibilities. **All teachers are teachers of pupils with special educational needs.** Teaching such pupils is therefore a whole school responsibility.

At the heart of every lesson is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and make progress within these arrangements. Those pupils whose overall attainments or attainment in specific subjects or other areas of development, fall significantly outside the expected range, may have special educational needs.

There is an emphasis placed on the experience and expertise of the subject teacher in identifying pupils with SEND through their observations. The SENDCO has an important role in supporting and advising the subject teacher to aid in the effective identification of pupils who may have SEND. The Exemplified Sheffield Support Grid (SSGe) is used as essential guidance in the identification of SEND.

Every teacher has a professional responsibility to ensure that the needs of each child have been identified and that the appropriate action to meet those needs is taken.

The following are used for identification of pupils experiencing difficulties in their learning:

Parental and pupil-initiated information and concerns.

Information from the feeder Primary School – SEND documents, reports and other relevant information gathered as part of the transition process.

Use of the Sheffield Support Grid (SSGe) – a L.A produced tool to guide professionals when identifying potential SEN.

Analysis of data – including entry profiles.

Teacher Assessment- work assessed by class teachers and data on attainment and progress.

Records kept by individual teachers, Teaching Assistants and SENDCO.

Tracking – individual attainment and pupil progress over time.

Assessments by other professionals- e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Ryegate Team and other health professionals.

Classroom observations.

Assessments – WRAT (reading, spelling, numeracy), subject based assessments, underlying ability assessments (WRIT, BPVS), phonological processing tests (CTOPP2 and LASS), Dyslexia Portfolio.

A range of tools to help identify pupils at risk of social, emotional or mental health difficulties - Boxall Profile, Strengths and Difficulties Questionnaire, TAMHS Toolkit, Spence Anxiety Scale, SNAP and Connors Questionnaires, Core assessment by the School Counsellor.

Plan

Parents will be notified when it is decided to provide a pupil with SEND Support. This will be where pupils have identified needs at Level 2 (in some cases), 3, 4 or 5 on the SSGe. The class teacher and SENDCO will agree in consultation with parents, and where appropriate

the pupil, the adjustments, possible interventions and support to be put in place. The expected impact on progress, development or behaviour will be made clear and a date set for review. Outcomes will be discussed and agreed upon together with parents. The views of the child will always be taken into consideration.

All teachers and support staff who work with the pupil are aware of their needs, the outcomes sought, the support provided, and teaching strategies that are required. This information may be set out in a **Pupil Profile** and/or a **SEND Support Plan** which all relevant staff and parents will have a copy of. Year Group Provision Maps detail the SEN support throughout the school.

Once the need for SEN Support has been identified, the first step in responding is to ensure that high quality teaching, differentiated for individual pupils, is in place. The subject teacher, with the support of the SENDCO, will use the knowledge from assessments to make adaptations to quality first teaching. The SENDCO will support the subject teacher in the kind of adjustments to teaching, support and use of resources that would be most effective.

My Plans

For a small number of pupils whose needs are identified to be at a more complex and significant level, a document called a My Plan will be drawn up. This is a collaborative, working document which collates information about the child. It sets out the parent's and child's views, the child's strengths and difficulties, their background, other agencies involved, agreed outcomes, how those outcomes will be achieved, details of progress, any relevant reports and review notes.

School staff will consult the Sheffield Support Grid (SSGe) for guidance when making a decision as to whether a My Plan is required for an individual pupil. The SSGe is a tool to allow school staff to assess where a pupil is in terms of need and provision in the different areas of SEND. The Levels are 1 – 5 with 5 representing pupils with the highest levels of need/provision. Pupils who are assessed at Level 3 or above may have a My Plan in place.

Do

Sometimes, additional provision targeted at specific areas of need is required which will be delivered through carefully planned interventions and programmes.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, they still retain responsibility for the pupil. Subject teachers work closely with teaching assistants or specialist staff involved. The SENDCO supports the subject teacher and teaching assistants in further assessments, in problem solving and advising on the effective implementation of support.

Curriculum Access and Support

In addition to the adjustments and adaptations that subject teachers make, pupils with SEND are supported by the SEND Team who can offer a range of in-class support and interventions as appropriate. Interventions include:

- Foundation Learning class for specific Year 7 pupils – frequent, regular Maths, English and Topic teaching in a smaller group setting.
- Small group multi-sensory Literacy teaching.
- Additional Maths and English teaching in after school sessions.
- Speech and Language support delivering programmes as devised by the Speech and Language Therapy Service.
- Flower 125 to support social/emotional needs.
- Talking and Drawing Therapy to support social/emotional needs.
- Social skills groups such as FRIENDS Programme and Lego Therapy
- Individual mentoring to promote a positive approach to learning and improved engagement e.g. 5 Point Scale emotional regulation tool.
- Life Skills programmes

THE INTEGRATED RESOURCE

In addition to the above provision, Forge Valley School provides specialist support to a number of pupils through the **Integrated Resource**. This provision is specifically for pupils identified with Autism Spectrum Condition or/and Speech, Language and Communication difficulties. Pupils accessing the I.R have an EHCP in place and are allocated a place by the SEND Section of Sheffield Local Authority.

The I.R provides a range of support that ensures true integration with the whole school. Support is flexible and individual to each child but generally the pupils have access to all mainstream lessons (with Teaching Assistant group support for the majority but not all lessons) and appropriate small group/1:1 intervention work within the I.R Base.

Support by the I.R can include:

- Access to highly trained staff who work in teams at KS3 and KS4
- Access to a Key Worker who works closely with the pupil and their parent/carer
- In-class support by Teaching Assistants
- Small group withdrawal work (e.g. for Literacy Maths, Speech and Language)
- Small group interventions to develop a range of social and emotional skills
- Individual class support or withdrawal
- Further differentiation of resources to use in class lessons
- Homework support
- Provision of alternative learning materials
- Life skills (managing money, travel, social interaction, cooking)
- Access to the I.R Base before school and at break/lunch times and at times of anxiety/stress (access to a quiet, sensory room).

Review Procedures

SEN Support

Students who require SEN support are entitled to three review meetings during the year. We believe that effective communication between home and school is the key to success for students with SEND. At each Parents Evening there will be the opportunity to arrange a SEN

Review meeting and parents are encouraged to contact school to arrange additional meetings or telephone conversations as necessary.

Parents of students with an EHCP or My Plan will be invited to attend a termly review with the SENDCO, I.R Lead or Key Worker. For those with an EHCP, one of these reviews will be the statutory Annual Review.

Parents Evenings take place which also provide opportunities for communication between subject teachers and parents. Regular reports and information from subject teachers and Form Tutors also provide information about progress over the academic year.

When we review a child's progress we will be looking at:

- the effectiveness of the support and its impact on progress
- contributions of parents & pupils where appropriate
- updated information and advice
- future action and outcomes

Pupils with an Education, Health and Care Plan

All EHC Plans must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the EHC Plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

The annual review is held within 12 months of the date of the when the EHC Plan was issued, and then within 12 months of any previous review. There is the following exception if the review date falls within a school holiday – then the review will be held as near as possible to that date within term time.

The school informs the parents of the date. The school invites all relevant parties, including the parents, to attend. The focus of the annual review is to determine:

- whether the EHC Plan is still appropriate
- are the child's needs being met adequately?
- have the circumstances changed?
- is alternative/additional provision required?
- are further assessments necessary?

The annual review reports are delivered and comments invited and minuted. An agreement is sought as to whether the focus of the annual review has been achieved. Any agreed alterations or requested actions are noted and sent as a memorandum to the LA. Objectives for the year are agreed and drawn up. Copies of the reports with any relevant comments added are sent to all relevant parties.

Transition Arrangements

Into Forge Valley School from Primary School

In addition to the usual Y7 transition programme, the following arrangements exist for pupils with SEND:

- Forge Valley School Transition team will be alerted to any pupils with SEND by the relevant Primary staff (usually the SENDCO, Learning Mentor, Year 6 staff).
- This information and relevant records will be passed on to the Forge Valley SENDCO.
- Forge Valley SENDCO can make additional visits to the Primary schools to gather further information relevant to the needs of individual pupils, and if appropriate, may attend the final Primary review of pupils with an EHCP or My Plan.

Additional visits to Forge Valley School are organised for the Summer Term, which include tours and taster lessons.

Between Secondary Schools

In addition to the usual arrangements, the SENDCO will forward appropriate information and records and will liaise further if required.

Requesting an Education, Health and Care Plan Assessment

Where, despite school having taken relevant and purposeful action to identify, assess and meet the needs of a child, they have not made expected progress, school or parents should consider requesting an Education, Health and Care Needs Assessment. A referral for assessment can be initiated by school, the child's parents or another agency involved. Forge Valley School preference is to work **with** parents if an EHC Needs Assessment request is felt appropriate.

An EHC Needs Assessment will not always lead to an EHC Plan. This remains the decision of the LA. School will provide detailed evidence to the SEN Locality Panel in order for them to make an informed decision as to whether an EHC Needs Assessment is necessary. Prior to the evidence being provided to the SEN Locality Panel, it will be quality assured by our Family Of Schools SENDCO team. The majority of this evidence will be provided in the My Plan document. It is good practice for a My Plan to document 3 cycles of Assess, Plan, Do, Review prior to being put forward as a request to assess. This provides the Locality Panel and the L.A with comprehensive information regarding the provision that the school has put in place and its impact.

The SEN Locality Panel will require:

- information about the child's progress over time
- documentation in relation to the child's special educational needs
- details of action taken to deal with those needs, including resources or special arrangements put in place.

Evidence may be taken from:

- the child's record of support and impact on progress
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- details of attainment in English and Mathematics
- other educational assessments – for example, from school, advisory specialist teachers, educational psychologist
- views of parent and child
- involvement of other professionals – for example, health service, Social Care, MAST.

If the evidence suggests that the child's learning difficulties have not benefited from relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream school, the LA may decide that the degree of the pupil's learning difficulties and the nature of the provision necessary to meet the child's special educational needs, requires the LA to determine the child's special educational provision through an **EHC Plan**.

Time Scales

LA must give their decision in response to any request for an EHC needs assessment within a maximum of 6 weeks from when the request was received.

When the LA request information from school as part of the EHC needs assessment process, school must respond in a timely manner and within a maximum of 6 weeks from the date of the request.

If the LA decide not to issue an EHC Plan it must inform the child's parents within a maximum of 12 weeks from when the request was made.

The child's parents must be given 15 calendar days to consider and provide views on a draft EHC Plan and ask for a particular school to be named on it.

The whole process of EHC needs assessment and EHC Plan development must take no more than 20 weeks.

Complaints Procedure

It is the aim of the school to provide a professional and caring service within the scope of the resources available. Occasionally parents have concerns about situations that may arise. In many cases this is due to misunderstandings which have arisen and can be quickly rectified. Any parent who has cause for concern should firstly discuss this with the staff member involved, and/or the Headteacher. The designated Governor can also discuss any problems

which may arise. Should the above not bring about satisfaction then details of the Education Authority's formal complaints procedure can be obtained from the Governor Section on the school website or from the Headteacher.

It is our aim that concerns may be resolved quickly and to everyone's satisfaction without the need for formal complaint.

SEND Development

Staff Development and Training

The school's SEND training is in accordance with the school's INSET policy.

The school recognises the importance of training subject teachers and teaching assistants both within the school and through training provided by outside agencies. The SENDCO is responsible for being aware of SEND training available and facilitating teachers and teaching assistants' participation.

Training for the SENDCO is an integral part of staff development. The SENDCO is responsible for gaining information about relevant training that will develop skills and understanding of SEND issues. The SENDCO will endeavour to attend the termly SENDCO briefings.

SEND Locality working is well established and provides Locality wide training on a variety of issues related to SEND. This involves schools in Locality G and the Forge Valley Family of Schools accessing training opportunities together. The SENDCO attends the half termly Family Of Schools SENDCO meetings. These provide opportunities for moderation, information sharing, quality assurance for My Plans and the sharing of good practice, as well as Group Consultations led by our Educational Psychologist.

The SENDCO has also established informal SENDCO networks which allow the sharing of good practice.

Monitoring

The SENDCO keeps a record of all pupils with SEND, giving information about each child's area of SEND, SEND Support Plans, meeting records and information and reports from outside agencies.

Each July the SENDCO will check and make any relevant alterations to the records in consultation with teachers.

The SENDCO will up-date the Headteacher.

The Governing body will ensure that SEND is an annual agenda item.

This policy will be reviewed each year and if appropriate will be rewritten to accommodate any changes made during the year.

Admission Arrangements

The admission criteria apply to all pupils as stated in the school's admission policy.

Equal Opportunities

All pupils are fully integrated and included in all lessons. Some pupils follow a modified curriculum with differentiated work and individual programmes of work to accommodate their special needs.

Achievement for All

Equality of opportunity is one of the broad set of common values and purposes which underpin the school curriculum.

At the Forge Valley School we are careful to ensure that we avoid any risk of stereotyping on the basis of sex, race and religion. To achieve this, careful and thorough planning and monitoring of the curriculum and the progress of individual pupils is carried out to ensure that all pupils including those of minority groups are achieving their full potential.

The school curriculum is planned in order to develop the pupil's knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.

Pupils are provided with the opportunity to develop their understanding of concepts relating to rights, obligations and justice and the responsibilities of individuals and groups to combat injustice.

Physical Provision

Forge Valley School is a fully inclusive environment for all pupils and staff. The site and facilities are accessible for pupils and staff with disabilities, including wheelchair access, through the use of the school lift.

The building has Emergency Evacuation points, with intercom access. Pupils required to use these in an emergency will have a Personal Emergency Evacuation Plan (PEEP). Plans are prepared by school and signed by parents/carers and sent to all staff. Pupils are personally guided through the plan.

Resourcing

Educational Resources for Special Educational Needs

Resources are allocated according to individual needs, subject to the current budgetary position and the school improvement plan. Laptops for pupil use are held in the I.R.

Resources for specific interventions are held in the I.R. Information on a variety of special educational needs are available from the SENDCO. (eg. Autism, ADHD, dyslexia). These are for teachers and teaching assistants use and also provide information for parents.

Subject teachers hold relevant resources in their class rooms that are used on a daily basis to meet the needs of individuals in their class.

| Outside Agencies | | |
|---------------------------|--------------------|---------|
| SENDCO | Mrs Kate Heaton | 2348805 |
| Governor (SEND) | Ms Carole Eaton | 2348805 |
| North MAST | | 2331189 |
| Educational Psychologist | Kerrie Underwood | 2506800 |
| Hearing Impaired teacher | | 2736410 |
| Physiotherapist | DCD Clinic Ryegate | 2717622 |
| Speech/language therapist | Sasha Davies | 2261782 |
| School Nurse | | 2716045 |
| Autism Team | Mrs Judith Cooper | 2398336 |
| ADHD Nurse Team | Mel Seymour | 2717651 |
| Visual Impairment | | 2941171 |

The SENDCO holds a more comprehensive list of useful contacts.

Last reviewed April 2020

Next review due April 2021

