



Northern Lights

LEARNING TRUST



**Venerable Bede CE Academy
Special Educational Needs and
Disabilities Policy
(SEND Policy)**

Review Date: Spring Term 2024

Next Review Due: Spring Term 2025

Person in Charge: Mrs S. Holt (SENDSCO)

Governance: Mark Thompson (Chair LGB)

Northern Lights Learning Trust

Signed off by: Chair of Board

Date from: Spring Term 2024

Review Date: Spring Term 2025

The quality of relationships between all members of school staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring. In the Church schools in our Trust, we follow the teachings of:

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ – John 15:17.

In our schools we believe every pupil is an individual who is valued for who they are.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks including in our Church schools in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that both Christian and spiritual love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

Relevant staff applicable to this policy

Head of School Mrs. T. Burgess

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For Physical and Mental Email: Jackie.chipp@nllt.co.uk

Health First Aid and
Medication

Trustee for SEN Christine Inkster

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This policy should be read in conjunction with the school’s “Supporting Pupils with Medical Conditions Policy”, “Anti-Bullying Policy” and the “SEND Information Report” on the academy’s website.

This policy is based on the advice and guidance as set down by the Department for Education and is in line with the SEND Code of Practice 2014.

1. **Our Vision**

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In the Dayspring Trust, we value all of our pupils. We believe that all children have an equal right to an education which enables them to develop fully their individual, social and academic potential. Our strong Christian ethos leads our SEND provision and enables us to ensure all our children achieve their ambitions. We provide our SEND learners with Learner Profiles to complement the personalised quality first teaching they already receive. This coincides with early identification for specific interventions to ensure maximum progress. Furthermore, we have high expectations of all our pupils to ensure they leave our academy equipped for the bright future which awaits them.

Our curriculum intent is to ensure that all pupils, including those with SEND, have access to our DEEP curriculum, which is underpinned by our 5 Christian values and 3 rules.

2. **Aims of School SEND Policy and Provision**

- To ensure that all pupils have access to a broad and balanced curriculum including trips and extracurricular activities where possible.
- To ensure that the provision for pupils with SEND should match the nature of their needs within allocated budget.
- To record, monitor and note the outcome of the provision provided for pupils with SEND.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their SEND provision.
- To consult and work in partnership with parents of pupils with SEND.
- To consult and involve outside agencies whenever necessary.
- To integrate pupils with SEND into the life of the school providing additional support as needed to achieve this.

3. **Definition of Special Educational Needs**

Pupils have special educational needs if they have difficulty accessing the curriculum which calls for special educational provision to be made for them.

Pupils have difficulty accessing the curriculum if they:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. However, these four broad areas of need give an overview of the range which are planned for:

- Communication and interaction, including autism.
- Cognition and learning, including MLD and SpLD.
- Social, emotional and mental health difficulties.
- Physical disabilities, including visual and hearing impairment.

Identifying Special Educational Needs and Disabilities

Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents, carers and staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the pupil's individual need(s).

Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent social and emotional difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

4. **Roles and Responsibilities**

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Assistant Head of school with responsibility for SENDCo:

Venerable Bede LGB

The LGB will:

- In partnership with the Head of School, the LGB have responsibility for deciding the school's SEND policy and approach to meet the needs of pupils with SEND.
- Monitoring the policy through the school's self-evaluation procedures.
- All LGB members are informed of the school's provision, including funding, equipment and staffing regarding SEND.
- Reporting annually to parents on the school's policy.

5. **SEND Coordinator**

- Identifying pupils for screening process
- Co-ordinating provision for pupils
- Supporting the teaching and learning of pupils with SEND
- Keeping accurate records of all pupils with SEND

- Drawing up, reviewing and monitoring pupil's Learner Profiles for those with SEND and others, as required
- Monitoring departmental delivery of the SEND policy
- Being responsible and accountable for the whole-school SEND resources
- Liaising with parents and carers of pupils with SEND
- Liaising with and advising fellow teachers and support staff
- Liaising with schools including feeder primaries and specialist settings
- Liaising with other SENDCOs, both locally and nationally
- Liaising with outside agencies
- Contributing to in-service training and external training (as appropriate)
- Supporting transition for pupils with SEND

6. **Subject Leaders across the curriculum will ensure that their department has:**

- Appropriate curriculum provision and delivery clearly stated in their schemes of work
- Appropriate teaching resources for pupils with SEND

7. **Other Staff - "All teachers are teachers of pupils with special needs and disabilities." All staff will be responsible for:**

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Ensuring pupils' Learner Profiles are considered in lessons.
- Monitoring progress of pupils with SEND against targets and objectives.
- Be fully aware of the academy's procedures for SEND.
- Raising individual concerns to the SENDCO.

8. **Learning Support Assistants and HLTAs will:**

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised intervention programmes where appropriate.
- Monitor progress against targets using pupils' Learner Profiles.
- Assist with drawing up individual plans for pupils and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support SEND pupils on educational visits and all other pupils where possible. Jointly plan with teachers, where appropriate.

9. **Admission Arrangements for pupils with SEND**

- The LGB of Venerable Bede Academy that the admissions criteria should not discriminate against pupils with SEND and has due regard to the Code of Practice. Admissions arrangements for pupils with SEND, (but without an Education, Health and Care Plan), do not differ from those of other pupils. However, in the case of a pupil in possession of an Education, Health and Care Plan, the placement

recommendations of the last Annual Review will be taken into account according to the academy's Admissions Policy.

Allocation of resources

The school is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry.
- Funding for specific pupils to meet their assessed needs through Higher Needs Funding.
- Delegated and designated budgets.
- Also, in some part, the pupil premium depending upon the needs of the cohort.

Identification, Assessment, Provision and Review

Identification

- The academy uses the **graduated response** as outlined in "The Code of Practice (2014)". To help with this process, a variety of screening procedures are used, which are then disseminated to teaching staff.

New Intake Pupils in Year 7

Primary liaison

- Primary schools are visited/contacted throughout the year prior to transition. Any pupil identified as having an SEND need is referred to the SENDCO.
- The LA notifies the school about pupils who are transferring with EHC plans in the spring of their Year 5 where practicable. The SENCO attends their Annual Review in Year 6 to ensure a smooth transition is made. At transition, the SENDCO becomes the LEAD Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer via the pupils Learner Profile.
- Information based on the results of national tests undertaken by pupils is gathered

Screening

- Screening tests are administered when required; these are administered through a team of qualified professionals who specialise in the identification of barriers to learning and the delivery of intervention. In KS4, pupils on the SEND register will be assessed for examination 'access arrangements'. All our outcomes will be communicated to parents/carers by letter.

10. **Staff Observation**

- Members of staff consult with the SENDCO if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. Parents are fully consulted as part of this process.
- The SENDCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

11. Referrals by Parents or Carers

- A pupil's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

Provision

Teaching pupils with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils at the academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve at least adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff.

Graduated Response

- **Wave 1** - Quality first teaching by all teaching staff.
- **Wave 2** - Is initiated where pupils have failed to make adequate progress as identified by the SENDCO through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- Low Numeracy/Literacy scores
- Significantly below national expectations
- Teacher's observations
- Primary teacher's comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the pupil's needs. Interventions may include:

- Additional learning programmes such as Fresh Start
- Smaller group sessions and extraction groups for English and Mathematics delivered by HLTAs/SEND team, and a specialist literacy teacher one day a week.
- Small intervention groups for dyslexia, spelling, reading comprehension difficulties and social skills
- Appropriate teaching groups/sets
- Group support on a regular basis/individual mentoring
- Social/communication groups for pupils with ASD
- **Wave 3**
 - Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

The Pupil Learner Profile is revised and new strategies are put in place following the involvement of pupil and parents. Should the assessments identify that a pupil with an EHC Plan requires additional provision on a regular basis for an extended period then the school

will apply for additional resources. The application will be evaluated against criteria established by the LA.

EHCP Assessment

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent /carer may decide to request that the LA begins the EHCP Process. This may lead to the pupil being provided with an EHCP.

Pupil Reviews

The strategies that will be employed at Wave 2, Wave 3 and for pupils with EHC Plans are recorded in provision maps and intervention records in line with the local authority.

The pupil Learner Profile is communicated to all staff who support the pupil's learning, and to the parents or carers and the pupil. Pupil Learner Profiles are regularly reviewed and updated. This is reviewed twice a year and communicated to parents in the first instance. Pupils are included in the process review allowing them to have ownership of their Learner Profile.

Provision of an Appropriate Curriculum

Through their departmental development plans, the SEF and in conjunction with EHCP provision for pupils with SEND is regularly reviewed and revised. It is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those pupils with SEND in partnership with the Learning Support Department.

Provision of Curriculum Support

The SEND Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum Development

- Planning with individual members of staff / departments
- Selection / design and preparation of suitably differentiated materials
- Selection / design of teaching strategies

b) Support Teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO and members of the SEND Department can assist by:

- Planning appropriate programmes of work
- Preparation of relevant and differentiated materials
- Individual teaching
- Helping to facilitate a wide range of teaching and learning styles
- Evaluating and reviewing what has been achieved

c) Withdrawal

Some SEND pupils may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of pupils is kept to a minimum, in accordance with the academy's inclusive ethos.

d) In-service Training

- The SENDCO provides continual Professional Development for NQT's and other new staff at the school, on Code of Practice procedures at the academy.
- Individual departments can ask for Continual Professional Development from the SENDCO as required, for specific purposes or generic training.

- Whole-school Continual Professional Development, focussing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

Arrangements for considering SEND related complaints

If a parent is unhappy about the arrangements made to meet the SEND of their child, they should in the first instance discuss the matter with the SENDCO. If they remain unhappy, they should follow the complaints procedure (available on the website).

12. Arrangements for Inclusion

The academy's policy is to provide all pupils with access to a rich and broad curriculum, which meets the needs of children of all ability and ages.

- The use of setting and the differentiation of work enable this to happen.
- The provision of additional support which enables pupils to access the curriculum has already been documented.
- Pupils can be disapplied from National Curriculum subjects. This is only considered in extreme circumstances when all parties, particularly the parents/carers, pupils and appropriate services, request it.

As the school operates a policy of full access to the National Curriculum and of Curriculum Support, pupils with SEND are included fully into the school curriculum. All pupils join in all activities, as far as is reasonably practical, both curricular and extra-curricular, except where an activity may constitute a problem for any pupil's health or safety.

13. Partnerships

In School

- The SENDCO is a member of the school's leadership team and works closely with Heads of Department and Heads of Year. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents

- The academy actively seeks to work with parents / carers and values the contributions they make.
- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example, hearing their child read and learning spellings.
- Parents / Carers are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the pupil's planner.
- New parents / carers can attend the open evening prior to transfer and make arrangements for additional visits through the SENDCO.

Pupils

- The academy acknowledges the pupil's role as a partner in their own education.
- Pupils are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating their target.

- Pupil views are recorded as part of the review process and their views are valued and listened to.

14. **External Support**

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The main external agencies used by the academy include (*this is not an exhaustive list*):

- Educational Psychology Services
- School Health Services
- Speech and Language Service
- Occupational Therapy Service
- Youth Support Service/Connexions
- National Association of Special Educational Needs (NASEN)
- Specialist Support Team

Between schools

The SENDCO liaises with other SENDCOs:

- At Local Authority Professional Development meetings
- On the transfer of a pupil with SEND
- At locally held or national SENDCO conferences

Transfer arrangements

- All documentation about special needs included in a pupil's record is transferred between schools. The SENDCO deals with specific enquiries.
- Offer of an additional Induction Day is available for all pupils with SEND and vulnerability factors.
- The records of SEND pupils who leave at the end of Year 11 are kept and stored in school.
- Documentation relevant to the last review is forwarded to Post 16 placements, after gaining permission from parent/pupil to transfer file in line with GDPR.

The policy will be reviewed on an annual basis. Any queries or complaints regarding this policy should be directed in the first instance to the SENDCO. Complaints about the SENDCO should be directed to the Head of School in the first instance. The Trustee for SEND is Christine Inkster.

Please also see the academy's Complaints Policy for further information.