



The Alver Valley
Federation of Schools

SEND Policy

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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 and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Alver Valley Schools we believe that each pupil has individual and unique needs. However, some pupils require more support than others to make good progress. We acknowledge that a significant proportion of pupils will have special educational needs or a disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to make good progress, we must recognise this and plan accordingly. Alver Valley Schools aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated. The curriculum will demonstrate coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents of children with SEND, other professionals and support services

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

3. Definitions

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

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

- *has 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Special Educational needs and disability code of practice 0-25 years January 2015

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 SEND Team

The SEND team are: **Kate Russell SENDCO/Assistant Head for SEND and our deputy SENDCO Sarah Kitcher, Liz Colthard speech and language therapist.**

They will:

- Work with the Executive head teacher and SEND governor 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Executive head teacher and governing board 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

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND pupils and provision at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Executive head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive head teacher

The Executive head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in 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:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, poor working memory, global developmental delay
- 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 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 below 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 skills.

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

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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**. A description of this process is available on our SEND pages of the website, www.alvervalleyschools.co.uk and Hampshire County Council Website. www.hants.gov.uk

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 and experience of the pupil
- Their previous progress, attainment and 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 regularly.

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.

We will share information with the school, or other setting the pupil is moving to. We also collect information from schools/nurseries when a child joins our schools. We will agree with parents and pupils which information will be shared as part of this.

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.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We also provide a number of interventions including:

- Rapid reader
- Rapid phonics
- Precision teaching

- Thrive
- Animaphonics

For more details please see our intervention guidance booklet on our website or available in school.

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, etc.
- Adapting our resources, environment and staffing
- Using recommended aids, such as ipads, laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

See accessibility plan

5.8 Additional support for learning

We have a number of Learning support assistants (LSA) who are trained to deliver interventions such as those named above

LSA's will support pupils on a 1:1 basis only when necessary and will promote least amount of help first.

Learning Support Assistants will support pupils in small groups as deployed by the class teacher.

We work with a number of agencies to provide support for pupils with SEND including:

- Educational Psychologist
- School Nursing
- Speech and Language
- Portage
- Communication and language team
- Specialist teachers to support hearing and visually impaired pupils
- Occupation Therapy
- Mental Health Support Team
- Child and Adolescent Mental Health Services

5.9 Expertise and training of staff

Kate Russell has 11 years' experience in this role and has worked in our school for 13 years. Our deputy SENDCO has 6 years experience of working in our school. We have a team of 30 teaching assistants, including 5 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision alongside supporting classes and covering lessons. Staff receive regular CPD to support the needs of the children within the school for example autism and adhd.

The school currently employs a speech and language therapist Liz Colthard and commission an occupational therapist to work 6 hours every other week.

The school took part and actively support the Maximising the Impact of Teaching Assistants project funded by the Education Endowment Fund which aims at improving outcomes for all pupils by increasing their independence and improving their interactions in the classroom. It is supported by the scaffolding

framework (see marking policy for more information) For further reading please see spotlight article on website.

5.10 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 pupil progress meetings with teaching staff.
- Reviewing the impact of interventions after 10 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO and deputy SENDCO
- Using provision maps to measure progress
- Keep a detailed tracker measuring progress through the year against national curriculum.
- Holding annual reviews for pupils with EHC plans

5.11 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 our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

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

No pupil is ever excluded from taking part in these activities because of their SEND. (Sometimes other factors are considered however this is on an individual basis and will be discussed with parents/carers).

Risk assessments are completed where appropriate

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

- Pupils of SEND are encouraged to attend lunch club if they require a quiet, smaller environment.
- Pupils with SEND are encouraged to be part of the school council and other clubs and groups such as young carers and Troopers.
- SEND pupils are included in the whole curriculum including forest school sessions
- The THRIVE approach is an integral part of our school

We have a zero tolerance approach to bullying.

5.12 Working with other agencies

The school are actively involved with other agencies and seek out with parents' consent to have these agencies support with their child. The SENDCO/Deputy SENDCO will where possible attend meeting/s with parents or represent the child and parent where necessary.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If necessary the next contact would be the SENDCO, followed by the Head of Schools and Executive Head teacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEND

SENDIASS - www.kids.org.uk/sendiaass

IPSEA (Independent Parental Special Education Advice) - <http://www.ipsea.org.uk/>

Please also refer to Hampshire County Council's 'Local Offer' website for more information.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Where can I get further information about services for my child?

Further information about services for your child may be accessed on the Hampshire County Council's 'Local Offer' website: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

5.15 The local authority local offer

Our contribution to the local offer is: available on our school website

Our local authority's local offer is published here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Kate Russell Assistant Head for SEND **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Anti-Bullying Policy
- Equality information and objectives
- Supporting pupils with medical conditions Policy
- Intimate care policy