

# **SEND Policy & Information Report**

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<b>Applies to (Mark as appropriate)</b>			
Staff	Learners / Students / Adult Learners	Parents / Carers / Guardians	Contractors
✓	✓	✓	
Volunteers	Students on placement	Trustees / LGC / Members	Visitors
✓	✓	✓	
Agency Staff	Other	a	a
✓	✓		

<b>Published Locations</b>				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
	✓	✓		✓

**Consultation (Complete as appropriate in line with master policy document)**

With	Reason for Consultation	Final Consultation Date	Version No

**Version History (please note below if a policy has been replaced)**

Version	Reviewer	Revision Date	Nature of Change	Adopted/ Approved by	Approval Date
VI		24/07/2023	New SEND Policy Template		
VI			Approved	ESC	9/10/23
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## Key Contact Personnel:

Principal	SENCo	Other staff with responsibility for SEND include
Matthew Little	Lee Beniston	Victoria Gilham-Sharkey

Nominated SEND Link Governor	Chair of Governors	Trust Safeguarding Link / Head of Inclusion	Academy Local Authority
Shenaz Ibrahim	Ian Richardson	Karen Foster	Blackburn with Darwen

## 1. Aims

Our SEND policy and information report aims to:

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

The policy sets out the Aldridge Education Trust vision and principles for learners and young people with special needs and disability (SEND).

Vision: Aldridge Academy Trust is committed to:

Identifying learners with special educational needs and disabilities – knowing who needs provision additional to and different from high quality teaching. Therefore, ensuring that we are providing “Aldridge Advantage” to all, and leaving no one behind

Understanding and communicating learners’ special needs – knowing the nature and extent of learners’ needs and the profile of need at our academies and sharing this with all staff

Making effective provision in class to ensure that “every moment matters” – teachers plan and deliver an adapted curriculum to meet the needs of those they teach

Making effective provision in specialist interventions – interventions target the right learners and accelerate their progress to ensure that the “Standard is excellence”

Developing teachers’ SEND skills, knowledge and understanding using the coaching model, demonstrating how to “Lead by example” – teaching staff are up-to-date and competent to plan and deliver curriculum adaptations for learners with SEND

Making effective provision for students with education, health and care plans (EHCPs) – evidencing clearly that “Our people matter”

Accountability for ensuring “every moment matters” – evaluation of provision to ensure it effectively meets the needs of the learners

## 2. Legislation and Guidance

The policy complies with all statutory requirements, including those relating to the legislation contained in:

- The Equality Act 2010
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014.
- The Trust follows the statutory guidance within the Special Educational Needs and Disability Code of Practice, 0 to 25 years (2014 revised 2015).
- The School Admission Code
- The Public Sector Equality Duty
- The Governance Handbook

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

Copies of the policy are available on request and are published on each academy website.

Admissions: The Trust supports the guidance as set out in the admissions arrangements for all Aldridge academies.

The Accessibility Policy and plan outlines how the Trust will consider any issues which may be barriers to learners’ participation in academy life.

### 3. Definitions

#### Special Educational Needs and Disability (SEND)

A child, young person or adult has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

Learners have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most others of the same age, or
- have a disability which prevents or hinders the learner from making use of educational facilities of a kind generally provided for learners of the same age in mainstream academies or mainstream post-16 institutions
- are under five and fall within the definition of two preceding bullet points above or are likely to do so when of compulsory school age if special educational provision was not made for the learner.

There are other areas which may impact on children's progress and attainment, but are not considered as SEND. For example;

- Poor attendance and punctuality
- Poor physical or mental health and welfare
- Medical conditions such as diabetes, allergies or asthma
- English as an Additional Language (EAL)
- Being in receipt of learner premium
- Being a looked after child / Post looked after child
- Being a child of serving officer
- Behavioural difficulties

#### Special Educational Provision

Educational or training provision that is additional to and / or different from, that made generally for other learners or young people of the same age by mainstream schools.

#### SEND Coordinator (SENCO)

This is a member of the leadership team at the academy who has responsibility for coordinating SEND provision.

### 4. Roles and Responsibilities

#### The Trustees

- Ensure that a SEND Link Trustee has been appointed who will lead on the boards monitoring of support for learners with SEND. Ensure that the Link Trustee works closely with the CEO /CAO to ensure SEND provision is meeting the needs in all settings  
Ensure that the Trust's policies and strategies include specific provisions for students with SEND.  
Ensure that the Trust and its settings comply with all relevant legislation and regulations concerning SEND provision  
Monitor the performance and progress of the academies effectiveness in providing SEND support which meets the needs of all learners

#### The CEO

- Will ensure that all the academies make the necessary special educational provision for learners with SEND  
Will ensure that all settings have a SENCo in post with the appropriate qualifications or working towards them.

#### The CAO

- Ensure academies provide provision that allows every learner with SEND to get the support they need
- Ensure all settings provide access to a broad and balanced curriculum in line with Quality First Teaching expectations



## The SENCO

- Will oversee the day-to-day operation of the Academy's SEND policy.
- Coordinating the provision for learners with SEND.
- Liaising with the relevant designated teacher where a looked after learner has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the settings delegated budget and other resources to meet learners' needs effectively.
- Liaising with parents/carers of learners with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority.
- Liaising with potential next providers of education to ensure a learner and their parents are informed about options and a smooth transition is planned.
- Working with the Principal and Local Governing Committee to ensure that the Academy meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensuring that the Academy keeps the records of all learners with SEND up to date.
- Make sure that learners with SEND engage in the activities of the school alongside learners who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Have a clear approach to identifying and responding to SEND
- Ensure annual reviews of EHCP's take place in line with agreed timescales
- Record accurately and keep up to date the provision made for learners with SEND
- Determine their approach to using their resources to support the progress of learners with SEND

## The SEND member of the Local Governing Committee (SEND Link Governor)

- Will help to raise awareness of SEND issues at governing committee meetings.
- Will ask challenging questions about the academy's SEN provision and strategies
- Will meet with the SENCO termly to monitor the progress of learners with SEN and update the Local Governing Committee on this
- Support the work of the Principal and SENCO in determining the strategic development of the SEND provision in the Academy.
- Reviewing the SEN offer to monitor effectiveness

## The Academy Principal

- Will work with the SENCO and Trust Head of Inclusion to determine the strategic development of the SEND policy and provision in the setting.
- Will work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress of learners with SEND within the setting.
- Ensure that the current SEND Report and policy are available on the Academy's website. Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Provide access to a broad and balanced curriculum
- Ensure the provision for all SEND learners is accurate and meet their needs
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school that is either qualified to the National Education Award for Special Education or is working towards gaining the qualification within 3 years of appointment.
- Ensure the key responsibilities of the SENCO role is set out or specified within the job description, and monitor the effectiveness of how these are carried out

- Allocate sufficient resources to support the progress of learners with SEND
- Make sure there is an equitable approach for all SEND learners from year 8 until year 13 to be provided with independent careers advice

### The Trust Head of Inclusion

- Will provide advice and support to the SENCOs and Principals on all matters of SEND.
- Monitor the quality and effectiveness of SEND provision within each academy and update the relevant Principal, Chief Academic Officer and Chief Executive Officer on this regularly.
- Help to review the Academy's policy and provision for learners with SEND, together with the Board of Trustees.

### The Local Governing Committee

- Have SEND as an area for focus visits.
- Ensure SEND Link Governor is identified
- Ensure the setting has a qualified SENCO as outlined in the SEN Code of Practice
- Review records of visits provided by the SEND Link Governor.
- Review SEN register for compliance annually

### The Class Teacher

- Will be responsible for the progress and development of every learner in their class
- Will work 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
- Will be responsible for understanding the needs of each child they teach and seek advice as needed from the SENCO
- Implement strategies and provision outlined within the child / young person's personal education plan
- Will work with the SENCO to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.
- Follow the settings referral process where SEND concerns have been identified

### Parents or Carers

Parents or carers should inform the academy if they have any concerns about their child's progress or development.

Parents or carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the learner's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- Given an annual report on the learner's progress

The academy will take into account the views of the parent or carer in any decisions made about the learner.

### Learners

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings

- Giving feedback on the effectiveness of interventions
- The learner's views will be taken into account in making decisions that affect them, whenever possible

## 5. SEND Information Report

### SEND provided for

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

#### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed disorders such as attachment disorder.

#### Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## 6. Identifying learners with SEND and assessing their needs

We will assess each learner'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 learners 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 learner 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 learner 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.

### Screening tests and Formal Assessment

Screening tests may be carried out. We recognise that such screenings / assessments should not be regarded as a single event, but as a continuing process. If the outcome of a test or any other circumstances gives us reason to think that a learner may have a special educational need, we will report and consult with parents/carers as necessary and make recommendations. If the test results indicate that a learner may have a special educational need should be assessed without delay, and parents or carers should be asked to agree to the learner being formally assessed by an Educational Psychologist, a Speech and Language Therapist, or another identified specialist.

## 7. Consulting and involving learners and parents/carers

### Communication with parents and carers

Parents and carers, and learners will be consulted on all matters relating to the learner's SEND provision. Parents and carers are also encouraged to participate as fully as possible in supporting their learner's learning needs and request additional meetings with relevant staff to make this possible.

When identifying whether they need special educational provision, an early discussion with the learner and their parent or carer will take place. These conversations will ensure that:

- everyone develops a good understanding of the learner's areas of strength and difficulty
- parents' and carers', and learners' views are considered
- everyone understands the agreed outcomes sought for the learner
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the learner's record, and copies given to their parent/carer. Parents and carers will be formally notified by the Academy when it is decided that a learner will receive SEND support.

### Communication with teachers

We will ensure that teachers are given any necessary information about a learner's learning difficulties/SEND and that teaching practices are appropriate.

## 8. Provision

If a learner is known to have SEND when they arrive at the Academy the Principal, SENCo, literacy and numeracy coordinators, departmental and pastoral colleagues should:

- Use information from the learner's previous school to provide starting points for the development of an appropriate curriculum for the student.
- Identify and focus attention on the learner's skills and highlight areas for early action to support the learner within the class.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the learner's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the learner's learning.
- Ensure that appropriate informal opportunities for the learner to show what they know, understand, and can do, are maximised through the pastoral programme.
- Involve the learner in planning and agreeing targets to meet their needs.
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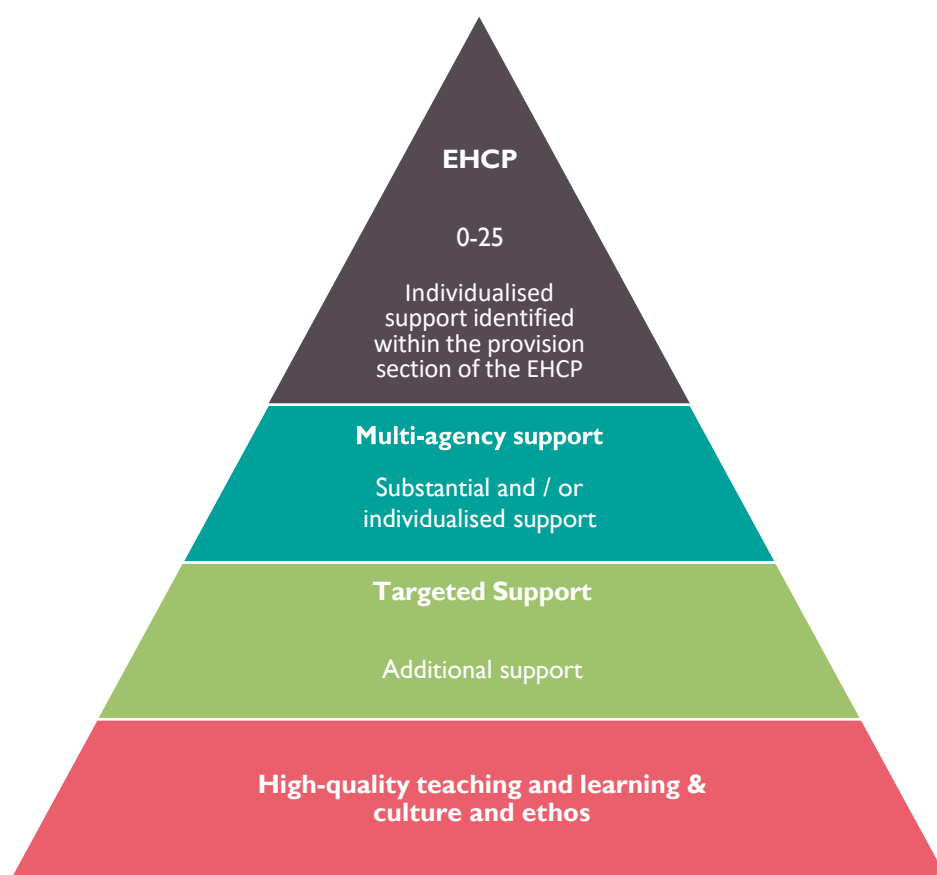
## 9. Involve parents and carers in developing and implementing a joint learning approach at home and in school. Assessing and Reviewing Learners progress towards outcomes

A graduated approach is used to support the accurate identification of a learners' special educational needs and to explore the effective and efficient learning support provision to address those needs and enable the learner to progress.

The Code recommends a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes. The Academy's approach is explained in the diagram (Fig. 1) and table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach. Teachers are responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff.

<b>Fig.1: Academy's graduated approach to supporting learners with SEND Stage of provision</b>	<b>Action involved</b>
<b>Assess</b>	In identifying a learner as needing SEND support, the class or subject teacher, working with the SENCO, should carry out a clear analysis of the learner's needs.
<b>Plan</b>	The teacher and SENCO should agree in consultation with the parent and the learner the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review.  Individual Education Plans or Learner Passports (as described and managed by individual academies) will be put in place and a clear date for review agreed.
<b>Do</b>	The class or subject teacher will remain responsible for working with the learner. The SENCO will support the main class or subject teacher in the further assessment of the learner's particular strengths and difficulties, in problem solving and advising on the effective implementation of support.

Stage of provision	Action involved
<b>Review</b>	<p>The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed in line with the agreed date.</p> <p>The impact and quality of the support and interventions will be evaluated, along with the views of the learner and their parents.</p> <p>The support will be revised in light of the learner's progress and development in consultation with the learner and parents.</p>
<b>Involving specialists</b>	<p>Where a learner continues to make less than expected progress, despite evidence-based support and interventions, the Academy will consider involving specialists after discussing the matter with the learner's parents.</p> <p>If no progress is being made, a request for an Education, Health and Care Needs assessment can be made to the Local Authority by the Principal/parents/ services such as Educational Psychologist/Speech and Language Therapy/Occupational Therapy. LA meets and reviews advice and reports from professionals. EHC assessments will apply to very few learners.</p>
<b>Education, Health and Care Plans (EHCPs)</b>	<p>LA issues EHCPs based on evidence provided by above agencies.</p> <p>Individual Education Plans and reviews of IEPs. Annual review of the EHCP.</p>



## 10. Education Health and Care Assessments and Education Health Care Plans (EHCPs)

### Education Health and Care Assessments (assessment)

The Academy (as well as the parents) can ask the Local Authority to arrange an assessment of the learner. The academy will always consult with parents before exercising this right. If the LA refuses to make an assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

### Provision under the Education Health Care Plan

Where a prospective learner has an EHCP, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHCP can be delivered by the Academy. We will cooperate with the LA to ensure that annual reviews of EHCP are carried out as required.

## 11. Record keeping

If the parents and the Academy decide that a learner should receive additional support, apply for an assessment or an Education Health and Care Plan, the Academy will work with the parents and other agencies as appropriate to employ strategies to assist progress.

Academies are required to keep clear records of a learner's SEND, the provision put in place for them and the difference that support will make. This record will include:

- The short-term targets set for or by the learner
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes

Progress will be reviewed at least termly with the class teacher and parents, with support from the SENCo. Where a learner is receiving SEND support, the Academy will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the learner, and the Academy.

The SENCo has responsibility for ensuring that records are properly kept and available as needed.

## 12. SEND register

Learners should be added to the SEND register if they require provision that is **additional to** and **different from** that which is offered to all learners in order to reach the expected standard, because they have SEN or a disability.

This might include learners who:

Have an [EHC](#) plan

Receive internal interventions

Work with an external specialist

Receive 1-to-1 support

The SEND register should be reviewed termly and it should be a dynamic document, which is updated whenever there are changes to a learner's circumstances or a new learner joins the academy. Academies need

to inform parents or carers as to why their child is being added to the register, and how this information will be used.

Some learners are likely to stay on the register for the duration of their time at the academy, however, if the interventions that were put in place for a learner have been successful, and the learner is now progressing in line with age-appropriate expectations, they should be removed from the SEND register.

Before you decide to remove a learner from the register, academies should ensure that they have evidence to show that the issues that resulted in this learner being added to the SEN register have been addressed and that they will now be able to achieve their identified outcomes through 'quality first teaching' alone.

### **13. Supporting learners moving between phases and preparing for adulthood**

Primary academies are required to transfer records to secondary academies for all learners within 15 school days of learners ceasing to be registered at the academy. The Academy will make full use of this information in determining the provision for learners with learning difficulties or SEND.

Where a learner is moving to another school we will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

To help pupils with SEND be prepared for a new school year we:

- Offer an opportunity for both current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Offer the opportunity to schedule lessons with the incoming teacher towards the end of the summer term

Between phases (from primary school)

The SENCO and other members of the Inclusion Team at Darwen Vale will meet with primary schools at an LA run event at Blackburn Rovers Football Club. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

We may arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community. We may also set up new pupils with a buddy from the year above to help them get settled in and make friends. Between phases (from secondary schools) The SENCO and other members of the Inclusion Team at Darwen Vale will support with transition to other Post 16 provisions. This may include;

- Additional support with applications
- Supporting additional visits to prospective colleges
- Providing all information to the receiving centre in advance of the start date.

Onto adulthood

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

### **14. Our approach to teaching learners with SEND**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of learners. Some will need educational provision that is additional to or different from this and Darwen Vale will endeavour to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching.



Darwen Vale will:

- ensure decisions are informed by the insights of parents and those of the learner themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

We know that high quality teaching and skilful support will make a big difference to the progress of students with SEND. Making sure that this happens in all classrooms is one of the most important things that our Academy leaders, including members in our SEND Team, do.

We make sure that the guidance and advice of specialist services and experts informs teaching and learning. For example, we provide training and ongoing support through our Speech and Language Therapist and Educational Psychologist, (see section 17) The SENDCO and SEND team work with teachers and support staff to promote inclusion and provide effective teaching and support for students with SEND in a variety of 17 ways. (See section 17 for our approach to staff expertise)

We will also provide the following interventions:

- Ruth Miskin Fresh Start Reading Programme 18
- Lexia core 5 Reading and Power up literacy
- Social Skills through Lego Therapy
- ELSA
- Creative Art Therapy

## 15. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as 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.

**Darwen Vale is also fully accessible to students with physical disabilities.**

Through a Graduated Approach, Darwen Vale support all students with disability through a Waves approach.

**Wave 1 - Quality First Teach & Reasonable Adjustments in the classroom.**

Cognition and Learning; Classroom positioning • Chunk tasks • Accepting less or no homework • Provide time for homework to be done at school • Provide sample/model work • Reduce length of assignments • Provide lists • Provide reader • Provide scribe • Provide prompter • Allow extra time • Allow rest breaks • Allow peers to share notes • Allow use of ear defenders • Allow testing in separate room • Use timers • Give single step instructions • Teach memory techniques • Provide memory aids • Provide white noise • Allow headphones • Personalise work topics.

Physical and Sensory; Provide with fidgeter • Provide with a stress ball • Provide with wobble cushion • Provide with weighted blanket • Allow movement breaks • Allow touch typing • Provide sloping board • Allow dictation • Allow taking photos instead of copying from board • Provide copies of powerpoint • Relax uniform requirements • Allow oral presentation • Provide sensory diet.

Social, Emotional Mental Health; Seek out opportunities for child to show strengths • Provide positions of responsibility • Have calm space • Use individualised reward system • Disregard some behaviours • Adapted behaviour policy • Provide extra support for changes • Alternative to calling out • Extra warnings for transitions • Raise peer awareness of needs • Support organisation & independence skills • Check homework diary • Provide written homework slips • Provide reminders regarding work completion or organisation • Arrange study buddy • Provide email access to subject teachers • Do not penalise for lack of organisational skills and forgetting things

• Provide organisational skills training • Provide students with reading material with important points already highlighted • Provide spare set of books equipment • Provide visual timetable • Provide visual checklists. Language and Communication; Actively teach social skills • Teach active listening skills • Directly teach non-verbal cues • Support speech and language therapy strategies.

Adaptive Pastoral Support; Flexible Scheduling • Adjustments to the Work Environment • Remote Work Opportunities • Adapting materials for a presentation or assembly • Supportive Technology • Support for Mental Health • Regular Check-ins and Open Communication • Clear Definitions and Expectations • Individualised Pastoral Care Plans • Time Off for Religious Observations • Accessibility of Information • Positive Report Cards with Short Term Targets • Timeout Cards • Access to Support Programs • Multi-professional Huddles • Peer Support Programmes • Regular Parent/Guardian Communication • Emotional Literacy Support • Multi-Sensory Learning • Calm Corners • Professional Development • Mindfulness Practices • Sensory Breaks • Use of Visual Timetables • Extra Time for Assignments • Restorative Practice • Utilise the School Counsellor and SEMH Mentors • Crisis Management Plan • Allow processing time • Support Positive reframing

### **Wave 2 - Recognising additional needs and support available in school.**

Nurture space • Sensory room • Reading Recovery • Academic Mentor support • Breakfast club • Homework clubs • 1:1 intervention • Group withdrawal • Alternative Curriculum • Personalised timetable • Recovery time • Toilet Pass • Medical Pass • Laptops • Touch typing • Handwriting skills • VI resources • Overlays and coloured paper • Dyslexia friendly resources • In-class support • Access to counselling • Designated Mentor • Behaviour tracking and intervention • A referral to Endeavour – School Within a School. • Aspire - EBSR Support • Emotional Literacy interventions • Social skills intervention • Physical support and adjustment • Lucid testing • Dyslexia & Dyscalculia screening • Student Passports • Individual Learning Plans (ILP) • Pastoral Support Plans (PSP) • Targeted staff training • Termly reviews • Exam Access Arrangements preparation • Study skills workshop • Parental reviews • Parent networking • SEND newsletter • Transition support • EHCP/IPRA reviews

### **Wave 3 - Referral to external services and higher needs support.**

• Referral to outside agency such as an Educational Psychologist, Occupational Health, East Lancashire Child and Adolescent Services or the SEND Support Service; Specific learning difficulties, Speech, language and communication needs, Complex learning needs, Social, communication needs and Autism, Physical disabilities, Visual impairment, Hearing impairment and/or Social emotional and mental health needs teams. •Referral to Transforming Lives • Placement at Alternative Provision & Student Referral Centres • CAF/TAF and supported Social Care provision • Child in Need & Child Protection multi agency meetings • Social Care referrals.

## **16. Additional support for learning**

We have 10 teaching assistants who are trained to deliver interventions such as Ruth Miskin - Fresh Start Programme

- Teaching assistants will support learners on a 1:1 basis when agreed with teaching staff
- Teaching assistants will support learners in small groups when agreed with teaching staff

We work with a variety of agencies to provide support for learners with SEND (See section 23)

- We have teaching assistants who are trained to deliver specialist interventions
- Teaching assistants may support learners on a 1:1 basis
- Teaching assistants may support learners in small groups

### **The Inclusion Team**

**Victoria Gilham Sharkey.** *Director of Inclusion;* Provides strategic leadership to SEND Support, Endeavour, Aspire and all other aspects of inclusion across the Academy. Is lead professional for Medical provision and students attending off-site Alternative Provision.

**Lee Beniston.** *SENDCo;* Co-ordinates and monitors the impact of SEND Support across the Academy and is the lead professional for students with an EHCP.

**Rose Addicott.** *Provision Manager;* Manages the operations and monitors the impact of SEND provision in Pioneer, is the lead professional for students with Communication & Interaction needs, supports progress in English and provides administrative support for EHCP applications and their reviews.

**Tracy Warder.** *Learning Support Assistant, Mental Health Lead & Exams Access Assessor;* Supervises the provision for students with identified SEMH needs, leads the SEHM Champions Program, hosts Counselling sessions and is the lead professional for Access Arrangements & new student assessments.

**Nicola Morini.** *Learning Support Assistant;* Supervises the provision for students with Sensory & Physical needs, as well as those with Communication and Interaction needs, co-ordinates the Nurture provision (The Retreat & P and Sensory Circuits provision and is the Key Person for Year 10.

**Jen Buck;** *Learning Support Assistant;* Supports intervention for students with SEMH needs, as well as supporting students with communication and social interaction needs, assists with the Nurture provision and is the Key Person for Year 7.

**Anna Leatherbarrow.** *Learning Support Assistant;* Outdoor education co-ordinator, supports the Nurture provision, supports with exam access arrangements and next steps and is the Key Person for Year 9.

**Sophia Sidat.** *Learning Support Assistant;* Supervises the reading provision for students, co-ordinates the EAL provision and provides in class support.

**Kristy Simpson.** *Learning Support Assistant;* Supervises Reading Intervention, including Reading Testing and co-ordinating the library provision.

**Kate Moss;** *Level 3 Learning Support;* Medical provision manager, physical adaptations, adhoc timetables.

**Rob Kolossov.** *Learning Support Assistant;* In class support, academic interventions, year 7 link

**Luke Pargeter.** In class support, creative interventions, Year 9 link.

**Jenny Buck.** Horizons lead, I-I & group interventions, kS3 Retreat lead, Year 7 link.

**Hollie Holden.** In class support, SEMH mentoring, breakfast club support, transitions support, year 11 link.

**Vicky Simpson.** *Learning Support Assistant;* Supports the Aspire provision and assists with delivery of the EBSA program and other initiatives to improve Persistent Absenteeism.

**Rabbia Rabbani.** AP co-ordinator, pastoral support for AP students, attendance lead, I-I & group support, academic support Y11.

## 17. Expertise and training of staff

The SENCO has a year's experience in this role and has previously worked as a PE Teacher, Head of Year, and Department Lead. They are allocated 10 hours a week to manage SEND provision. The newly appointed SENCO is currently completing the NASENCO qualification.

Darwen Vale has a team of 13 staff, including 1 provision manager, 11 learning support assistants, who are trained to deliver SEND provision. The Director of Inclusion supports inclusion across the school and is the lead professional for medical provision, off-site alternative provision, and whole school Mental Health. She is a former Head Teacher, with several years' experience of Outstanding SEND Provision, and has an NPQ in Alternative Education, as well as a Masters in Special Education.

The SENDCO, DOI, and SLT have a clear vision for SEND, are knowledgeable and experienced, and keep up to date with key developments to support further growth of good Inclusive practices across the whole school.

## 18. Securing equipment and facilities

Darwen Vale's approach to securing equipment and facilities to support learners with SEND:

It may be that a child's needs mean that the school needs to secure extra equipment or facilities, increased adult supervision, further training for staff, or external specialist expertise. If that's the case, the school will consult with external agencies to get recommendations on what will best help a child access their learning. Darwen Vale will cover these costs up to £6,000. If funding is needed beyond this, the school will seek it from the local authority, through an application to Assess for an Educational Health Care Plan (EHCP).

## 19. Evaluating the effectiveness of SEND provision

Darwen Vale will evaluate the effectiveness of provision for children by reviewing their progress towards their goals each term, reviewing the impact of interventions after 6 weeks, using pupil questionnaires, gathering parent voice, monitoring by the SENCO, Provision Manager, or a member of the wider Inclusion Team, using provision maps to measure progress, and holding an annual review (if the child has an education, health and care (EHC) plan).

We evaluate the effectiveness of provision for learners with SEND further by:

- Using the graduated response
- Regular monitoring by the Local Governing Committee, Senior Leadership Team and Officers of the Trust.
- Ensuring that all learners have appropriate access and support if necessary to External assessments / examinations

## 20. Enabling learners with SEND to engage in activities available to those in the setting who do not have SEND

All extra-curricular activities and school visits are available to all pupils, including before and after-school clubs. All pupils are encouraged to go on school trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability, and Darwen Vale will make whatever reasonable adjustments are needed to make sure that they can be included.

Darwen Vale will apply the published admission policy regardless of a child's Special Educational Needs or Disability. The school aims to provide a full education for all pupils regardless of ability or SEND status, and therefore a student's SEND status will not prevent a place being offered to a child. Under the School Admissions Code, the school is required to admit all children whose statement of special educational needs (SEN) or Education, Health and Care Plan (EHC) names the Academy.

## 21. Support for improving emotional and social development

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

- Learners with SEND are encouraged to be part of the school council
- Learners with SEND are also encouraged to be part of the Retreat during social times, to promote teamwork/building friendships
- We also operate a Mental Health Escalation process which can include the following;

What is it?	Who is it for?	When will it happen?
After school drop-in	Those needing additional support but have not yet got a package of support.	First 15 minutes of after school.
Quiet Reading	Those who need to take advantage of a quiet room before school, during break & lunch, and use reading as a calming technique.	Before school, Break & Lunch allocated to different year groups.
Form Time drop-in	Those needing additional support but have not yet got a package of support.	First 15 minutes of form time.
Well-being workshop	Anyone who wants to gain more strategies. Skills and understanding around how to	One evening after school, for a half term. 45 minute session.

(Afterschool)	support their own mental health. This is a bookable session and students can select to come in a particular week or for the full half term.	
Quiet Canteen	Those students in Year 10 & 11 who need a quiet and supported break/lunch provision.	Every day, break & lunch. Small Inclusion Classroom.
SEMH Triage	Those students referred by Pastoral Leads or parents, once appropriate information has been gathered. These will be categorised as: <b>Category 1 Immediate, Category 2 Urgent, Category 3 non-urgent.</b>	This will take place within 7 days of all referral information being received. This triage will last no longer than 40 minutes.
Form Time slots	Those students who have been referred and triaged, who need support in preparing for the changes that day.	First 15 minutes of form time.
After school slots	Those students who have been referred and triaged, who need support in reflecting on the issues that day.	First 15 minutes of after school.
Nurture (Lunch/Break)	Those students in Year 7, 8 & 9 who need a quiet and supported break/lunch provision.	Every day, break & lunch. 029 & the Peace Garden
Talk for Teens	Those students who have been referred and triaged and require additional targeted support through a tailored package for 6 weeks, talking through with others.	Each half term sees the start of a new cycle. Students have a timetable slot, the same each week for the duration of the package. These sessions are groups of 4-6.
Small Group CBT	Those students who have been referred, triaged and would benefit from some additional techniques to help them gain more resilience and self-regulation strategies	Each half term sees the start of a new cycle. Students have a timetable slot, the same each week for the duration of the package. There are sessions for each Key Stage. These sessions are Groups of 6-8.
Sensory Circuits	Those students who have been referred, triaged and would benefit from additional support to regulate their sensory overload. The senses include touch, sight, hearing, smell, taste, body position and movement.	Each half term sees the start of a new cycle. Students have a timetable slot, the same each week for the duration of the package. There are sessions for each Key Stage. These sessions are Groups of 3-4. Following the sessions, they will then be issued with a drop in pass to use when needed.
Rebalance Room	Those students who have been referred, triaged and would benefit from additional support to regulate their hyperactivity and ADHD traits. The sessions will help students to stimulate the cerebellum part of the brain and improve dopamine levels.	Each half term sees the start of a new cycle. Students have a timetable slot, the same each week for the duration of the package. There are sessions for each Key Stage. These sessions are Groups of 3-4. Following the sessions, they will then be issued with a drop in pass to use when needed.
SEMH Mentoring	Those students who have been referred and triaged, received group support and require additional targeted support through a tailored package for 6 weeks.	Each half term sees the start of a new cycle. Students have a timetable slot, the same each week for the duration of the package. These sessions are 1-1.
1-1 counselling	Those students who have been referred and triaged, received group support and require additional targeted support, on either a 6	Each half term sees the start of a new cycle. Students have a timetable slot, the

	week (HT) or 12 weeks (FT) package.	same each week for the duration of the package. These sessions are 1-1.
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We have a zero-tolerance approach to bullying.

## 22. Welfare and examinations

### Welfare and safeguarding needs

The setting recognises that learners with Special Educational Needs or learning difficulties may be at risk of being bullied and benefit from extra support to keep them safe. The setting has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Safeguarding staff are aware of how to identify any additional risks for learners with SEND.

Learners with SEND are more vulnerable. Particularly those with communication and interaction needs.

Adults who work with learners with SEND should be aware of the additional needs they may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some learners may be vulnerable because they:

- have additional communication needs
- adults may believe that their behaviour is linked to the special educational need
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

### Examinations

Learners who have been diagnosed with a learning difficulty/SEND may be eligible to apply for Access Arrangements to complete internal examinations and public examinations. Parents are asked to liaise with your learner's class teacher or the SENCo in good time with respect to this. All staff within the setting will liaise with the examinations officer and SENCo to ensure these arrangements are upheld.

## 23. Working with other agencies

Darwen Vale works with several external agencies where necessary, including health and social care bodies, local authority support services and voluntary sector organizations, in meeting learners' SEN and supporting their families. A full directory of referrals can be found on the Local Offer page by clicking this link <https://www.blackburn.gov.uk/schools-and-education/school-and-pupil-support/local-offer-website>

## 24. Complaints about SEND provision

We need to know immediately if your learner's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally, but parents who have a complaint about SEND provision should refer to the Academy's complaints procedure. Complaints about SEND provision in our academy should be made to the SENDCo in the first instance or the Inclusion Lead, Mrs Victoria Gilham-Sharkey.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy 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

## 25. Contact details of support services for parents of learners with SEND

If parents have questions about SEND, or are struggling to cope, they can get in touch to let the school know.

Darwen Vale wants to support the parents, their child, and their family. To see what support is available locally, parents can have a look at the local authority's local offer; Blackburn with Darwen publishes information about the local offer on their website. If a parent does not live within Blackburn with Darwen, they can refer to the local offer for their Local Authority. Contact details for local special educational needs and disabilities information advice and support services (SENDIASS) can be found on the local SENDIASS organizations website. Other local charities that offer information and support to families of children with SEND are IPSEA, SEND family support, NSPCC, Family Action, and Special Needs Jungle.

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)  
[SEND family support](#)  
[NSPCC](#)  
[Family Action](#)  
[Special Needs Jungle](#)

## 26. Contact details for raising concerns

Complaints about SEN provision in the school should be made to Mr. Beniston, the SENDco, in the first instance or the Inclusion Lead, Mrs Victoria Gilham-Sharkey. They will then be referred to the school's complaints policy. If parents are not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice. If parents feel that the school discriminated against their child because of their SEND, they have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, they can visit the following website: <https://www.gov.uk/complain-about-school/disability-discrimination>. Parents can make a claim about alleged discrimination regarding admission, exclusion, provision of education and associated services, and making reasonable adjustments, including the provision of auxiliary aids and services. Before going to a SEND tribunal, parents can go through processes called disagreement resolution or mediation, where they can try to resolve their disagreement before it reaches the tribunal.

## 27. The local authority local offer

Our contribution to the local offer is:

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/service.page?id=jpGoZFku-2w>

Our local authority's local offer is:

<https://www.blackburn.gov.uk/schools-and-education/school-and-pupil-support/local-offer-website>

## 28. Monitoring, evaluation, and review

The Trust will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of learners with SEND and may wish to consult support services used by the Academy other academies and parents. The Trust will advise the Academy as to whether any amendments to the policy are required.

## 29. Links with other policies and documents

This policy links to our other policies including:

- Accessibility Plan
- Intimate Care Policy
- Child Protection and Safeguarding Policy
- First Aid and Administering Prescribed Medicines Policy
- Children with Health Needs who cannot attend school
- Equality Statement and Objectives
- Behaviour Policy
- Admissions Policy

- Local Authority Local Offer
- Suspensions and Exclusions Policy
- Anti-Bullying Policy