



Inspiring All to Excellence



Anker Valley Primary Academy

SEND Policy

Document Control

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This policy complies with the statutory requirements described in the SEND Code of Practice 0-25 years (2014) and has been developed through consultation with all stakeholders. It has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 years (2014)
- Statutory guidance on supporting pupils with medical conditions 2014
- The National Curriculum in England primary framework document 2014
- Safeguarding policy (September 2021)
- Accessibility plan (September 2021)
- Teachers Standards

Rationale and objectives of the policy

At Anker Valley Primary Academy, we are committed to providing a fun, stimulating, broad and balanced curriculum to ensure the best possible progress for all of our pupils. Each pupil at Anker Valley is valued and supported, whatever their needs or abilities. We encourage our pupils to be aspirational, to strive for success and to make progress against their previous achievements. Our aim is for every pupil to leave Anker Valley as happy, skilled learners, with a desire to continue learning and be successful in life. We utilise the expertise and experience of our staff across the trust to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our differentiated curriculum. Every teacher is a teacher of every child and young person, including those with SEND.

At Anker Valley we aim:

- to be as inclusive as possible.
- to make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- to meet the needs of pupils with Special Educational Needs wherever possible in a mainstream setting, and regardless of their specific needs, to make the best possible progress in school.
- to identify at the earliest point any Special Educational Needs and make effective provision.
- to reduce barriers to learning and progress.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing, and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice (2014).

This policy is intended to set out the vision, values and aims of Anker Valley's SEND provision. It should be read in conjunction with the SEND Information Report, which details the provision available at Anker Valley Primary Academy and how the school's SEND policy will be implemented.

Definition and identification of Special Educational Needs

Children may have special educational needs if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- are making less than expected progress, given their age and individual circumstances, which can be characterised by progress which:
 - 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
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.
- require special educational provision which is "additional to and different from" that provided within the differentiated curriculum (Code of Practice 2014).

Additional factors which are not indicators of SEND may also impact upon progress and attainment, including disability, attendance and punctuality, health, and welfare, EAL, being in receipt of the Pupil Premium Grant, being a looked after child and being the child of a service family.

All pupils will receive high quality first teaching, with those in need of more support receiving additional intervention. Our provision addresses the four areas of need identified in the Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

Glossary of terms

There are many abbreviations used when talking about Special Educational Needs so below is a glossary of most of these terms:

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| ADD | Attention Deficit Disorder | KS | Key Stage |
| ADHD | Attention Deficit & Hyperactivity Disorder | LAC | Looked After Child |
| AOT | Autistic Outreach Team | LA | Local Authority |
| ASD | Autistic Spectrum Disorder | LST | Local Support Team |
| BESD | Behaviour, Emotional & Social Difficulties | MLD | Moderate Learning Difficulty |
| CAMHS | Child & Adolescent Mental Health Service | NC | National Curriculum |

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|-----|-----------------------------------|-------|---|
| COP | Code of Practice | OT | Occupational Therapist |
| CT | Class Teacher | PP | Pupil Premium |
| CP | Child Protection | PSP | Pastoral Support Plan |
| EAL | English as an Additional Language | SaLT | Speech and Language Therapist |
| EHA | Early Help Assessment | SEN | Special Educational Needs |
| EP | Educational Psychologist | SEND | Special Educational Needs and/or Disability |
| FSM | Free School Meals | SENCO | Special Educational Needs Coordinator |
| GLP | Group Learning Plan | SENSS | Special Educational Needs Support Services |
| HI | Hearing Impairment | SpLD | Specific Learning Difficulty |
| IEP | Individual Education Plan | TA | Teaching Assistant |
| ILP | Individual Learning Plan | VI | Visual Impairment |

The Graduated Approach to SEND support

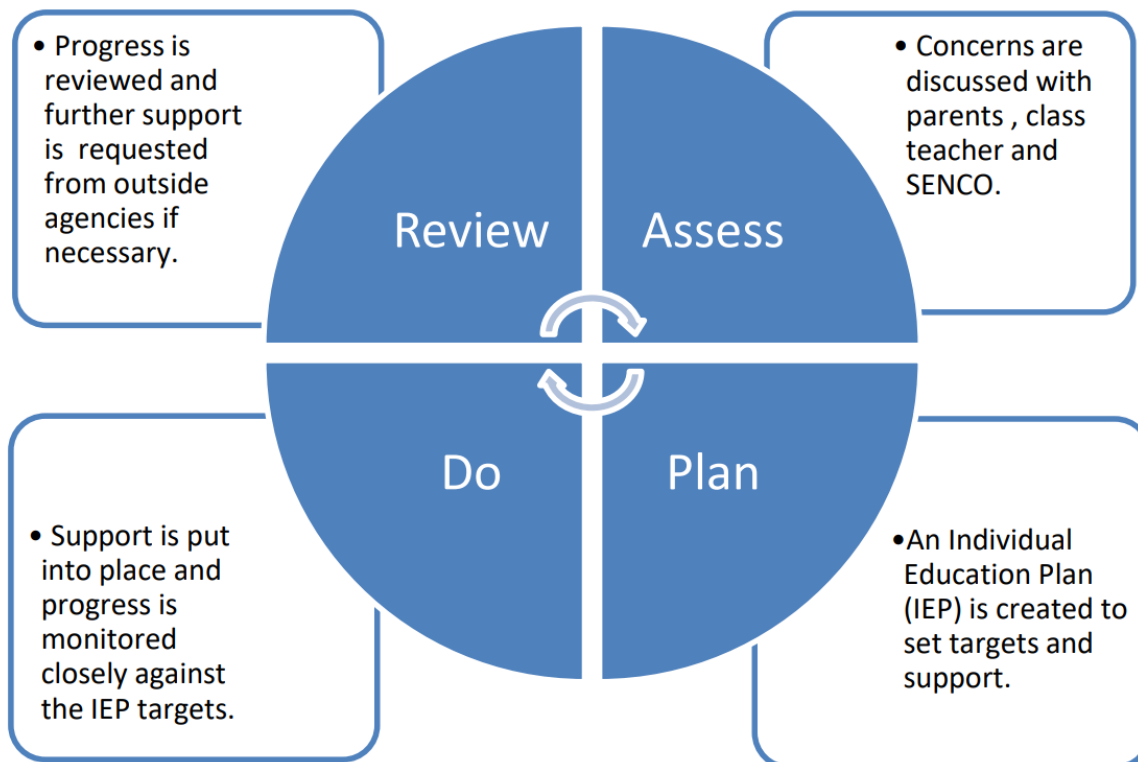
At Anker Valley children are identified as have special educational needs through a variety of ways:

We know when pupils need help:

- If there is a lack of progress.
- If children are achieving below age-related expectations at the end of the year.
- If a concern is raised regarding behaviour, self-esteem, concentration or attitude and extra support is required to help improve this.
- If concerns are raised by parents/carers, teachers, other settings, or the child.
- If there is a change in the pupil's behaviour or progress.
- If external agencies are working with the child.
- If a health diagnosis is received from a pediatrician.
- If individual learning targets have been drawn up and shared with parents and children and reviewed termly.
- If provision map identifies the provisions taking place to meet the learning targets. Records will be kept on Edukey.

At Anker Valley, we know and value all of our pupils. We have rigorous ongoing teacher assessments and termly pupil progress meetings with the leadership team to identify those pupils making less than expected progress. If progress continues to be a concern, despite high quality teaching in the classroom – differentiated to meet the needs of individual pupils - the teacher will discuss their concerns with the trust assigned SENDCO. A discussion with parents will then be

initiated and a four-part cycle, known as the graduated approach, begins – Assess, Plan, Do, Review.



The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach, and more specialist expertise can be accessed if required.

The graduated approach allows pupils to access the right level of support and intervention, focused specifically on the areas of learning they find challenging. A program of intervention is devised between the class teacher and SENDCO and shared with the intervention teaching assistant with agreed goals and exit criteria. The intervention then runs for up to six weeks, although changes are made during this time if the intervention does not meet the child's needs. If a more specialised assessment is needed, the SENDCO contacts the relevant external agencies, such as Speech and Language Therapy or the Hearing Impairment team and discussed further ways forward. Parents and pupils will be involved in discussions about the level of support required; this is through termly SEND review meetings, parent's evenings, meetings with SEND advisors and regular contact with the SENDCO during the term.

Managing pupils' needs on the SEN register

It is the responsibility of the class teacher and the SENDCO to manage the needs of pupils on the SEND register. Pupils with an EHCP will receive additional support both in and out of class, in the form of structured interventions and practical support with their work in line with their individual targets. The progress of each pupil will be tracked and monitored closely, to identify improvements as a result of intervention and to identify further areas requiring support.

Interventions are reviewed regularly to evaluate their impact and changes are made in light of our reviews. Pupils are asked to contribute to the review and future targets are set. The level of provision

is decided in consultation with the class teacher, SENDCO, parents and pupils. It is vital that the voice of pupils on the SEND register is heard and we greatly value their input in the reviews of provision and in the setting of targets. Pupils will always be informed if specialist services are engaged to work with them. If additional funding is required, the SENDCO will apply for this on behalf of the pupil.

If an EHCP is necessary, the SENDCO will make the application following consultation with the pupil, parents, Staffordshire SEND Hub and SENSS advisors. The process for this application is set out in the Code of Practice (chapter 9).

Supporting pupils and their families

The local offer produced by the Local Authority Special Educational Needs and Disabilities (SEND) Local Offer | Staffordshire Connects sets out what is normally available in schools to help SEND pupils as well as the options available to support families who need help to care for their child.

Anker Valley's admissions arrangements can be accessed on the website. Access arrangements for assessments can be discussed with the SENDCO and class teacher, to ensure that all pupils' needs are met, and suitable support is put in place.

Transition arrangements are detailed in our SEND Information report.

Supporting children at school with medical conditions

Our policy is available on our website. It is the responsibility of the Headteacher as SENDCO to ensure that children with medical conditions are fully supported at school and that their needs are met. At Anker Valley Primary Academy, we are fully compliant with the Equality Act 2010 and Supporting Children at school with medical conditions 2014. All pupils are valued, and we offer equal opportunities to all.

Training and resources

We regard special needs as an integral part of our school, with all our pupils requiring high quality teaching and learning to address their individual needs and provide them with a challenge. When allocating our budget, we will ensure that we have the optimum number of staff available to provide interventions and tailored support to our SEND pupils. This allows us to provide support in class alongside interventions outside of the classroom for children who require additional support.

Training will be organised in response to the needs of the pupils or is pre-empted when pupils' needs are already known. Staff recognise that they can request training to support them in their role and that every effort will be made to ensure that they are fully equipped to work with our SEND pupils. We encourage staff to utilise each other's expertise within the trust in particular areas and provide training, when necessary, to ensure staff are able to meet all of our children's particular needs.

New staff will be briefed on the SEND pupils in their class and the SEND needs across the school. The SENDCO is responsible for informing new staff about SEND within the school and how we aim to further support our SEND pupils.

Accessibility

Our accessibility plan is available on our website. We actively strive to remove any barriers to learning by providing the relevant resources and support to enable all pupils to learn. The site is regularly audited in terms of accessibility and through consultation with staff during termly pupil progress meetings, resources or learning aids which would support specific pupils are identified. This involves not only access to the physical environment of school, but the delivery of written information to disabled pupils.

All pupils engage in activities available to them, whether they have SEND or not; our ethos is one of inclusivity and our pupils recognise that we are all treated equally no matter what our differences.

Roles and Responsibilities of the Executive Headteacher

The Executive Headteacher is responsible for ensuring that the Headteacher / SENDCO manages the day-to-day aspects of the school, including the support for the children with SEND and/or disabilities. The Executive Headteacher gives the SENDCO and class teacher the responsibility so that all staff are responsible for ensuring the needs of the child are met. The headteacher / SENDCO will make sure the governing body is kept up to date with any issues relating to SEND.

Roles and Responsibilities of the Governors

The governing body of maintained mainstream schools must ensure that there is a teacher designated as SENDCO for the school. The role of SENDCO will be carried out by the Headteacher. The SEND link governor is responsible for monitoring policy implementation and liaising between the SENDCO and the Governing Body.

SEND link governor: Julia Jones – contact via the school office

Name of SENDCO: Natalie Horlor - Contact can be made via the school office.

The SENDCO must be a qualified teacher and where they have not previously been a SENDCO for a period of at least twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

The SENDCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school.

The SENDCO

- oversees the day-to-day operation of the school's SEND policy.
- co-ordinates provision for children with SEND and EHCPs.
- liaises with staff to monitor pupil's progress.
- gives advice when progress is slower than expected.
- liaises with outside agencies.
- liaises with early years and secondary school providers.
- ensures that staff are trained to support SEND pupils and how to secure specialist expertise.
- ensures that staff liaise with parents of pupils with SEND.
- liaises with previous or potential providers.

- ensures that Anker Valley keeps records of all pupils with SEND.
- is a member of the leadership team and is also the designated teacher for Looked After Children (LAC).

Natalie Horlor (Headteacher) is the named member of staff responsible for managing the Pupil Premium Grant, Pupil Premium Plus Funding for Looked after Children (LAC) and is the LAC coordinator. She is also the Designated Senior Lead for Safeguarding and Child Protection, who is also responsible for managing the school's responsibility for meeting the medical needs of pupils. The additional DSL is Maria Hamblin (Executive Headteacher).

Support for improving emotional and social development

We will work hard to ensure that our pupils demonstrate respect and tolerance for all members of the community. All pupils will recognise that we do not tolerate bullying and they are encouraged to confide in a trusted adult if they experience bullying. Pupils with SEND will be monitored very closely by class teachers, teaching assistants and the SENDCO to ensure that they are included and that they are listened to if they appear worried or upset.

Complaints

Our complaints procedure is available on our website.

Reviewing the policy

This policy links to other Anker Valley policies including:

- the Accessibility Plan.
- Equal Opportunities policy.
- Equality policy.
- Medicine Policy.
- Safeguarding policy and the SEND Information Report.

The policy will be reviewed annually by Governors.