



COLNE VALLEY HIGH SCHOOL

SEND Policy 2024- 2025

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| Approved by: | | | |
| Responsible department: | SEND | | |
| Last review date: | November 2024 | Last reviewed by: | J Summers |
| Last updated: | [Date] | Last updated by: | |
| Next review due : | November 2024 | | |

1. Aims and Objectives

1.1 Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding students with SEND

Colne Valley High school will:

- Promote a culture of high expectations and aspirations for all students with SEND, ensuring they can access the curriculum effectively.
- Identify and respond to the individual needs of students with SEND promptly and effectively through rigorous assessments and tailored interventions.
- Recording and regularly reviewing students' progress and needs to ensure high expectations for all so that students with SEND reach their full potential
- Provide a broad and balanced curriculum that is inclusive and accessible to students with varying needs, addressing barriers to learning.
- Assist students with SEND fulfil their aspirations and achieve their best
- Aid students with SEND to become confident individuals living fulfilling lives
- Work collaboratively with parents, carers, and external agencies to provide holistic support for the development of students with SEND.
- Foster an inclusive ethos in which the diverse needs of all students are recognised, valued, and met within all aspects of school life.

1.2 Explain the roles and responsibilities of everyone involved in providing for students with SEND

1.3 Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student

1.4 Make sure the SEND policy is understood and implemented consistently by all staff

2. Visions and Values

- Colne Valley High School aspires to ensure that all students' voices are heard, understanding what really matters to them. Co-design is essential to enable the SEND department to consider new ways of working to improve learning and development opportunities for all students.
- Parental engagement will remain at the forefront of the Department, listening and working alongside external agencies to provide an educational package dedicated and tailored to individual pupil need.
- Assurance that "quality first teaching" is delivered for all SEND students as a whole school approach remains a "must do". Additional support will be provided for those students who are not thriving within the classroom environment to support and enhance their learning opportunities.
- Provision of high-quality teaching in a nurturing and welcoming environment is key. There will be a strong focus on addressing academic learning, health and wellbeing, in addition to any social and emotional needs. Developing students to their full

potential whilst addressing any barriers to learning is instrumental in supporting their readiness for adulthood.

- Continued understanding and knowledge of the challenges our students face will enable us to identify and provide required assessments at the earliest opportunity, working alongside key stakeholders to support identified strategies and additional access.
- Targeted support by the SEND team is key to sustaining improvement of long-term outcomes for students, this is achieved by utilising a graduated approach of “Assess, Plan, Do Review”.
- The provision of a safe environment for all students requiring SEND support is paramount within the department, promoting confidence and self-esteem, and affording students the opportunity to maximise their individual potential.

3 Legislation and Guidance

- This 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, which sets out schools’ responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school’s duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it
- The Governance Handbook, which sets out governors’ responsibilities for students with SEND
- The School Admissions Code, which sets out the school’s obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4 Inclusion and Equal opportunities

- 4.1 At our school we strive to create an inclusive teaching environment that offers all students, regardless of their needs, equal access to a broad, balanced and challenging curriculum. Our policies and practices actively promote inclusion by identifying and removing barriers enabling all students the chance to thrive and fulfil their aspirations

- 4.2 We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

5 Definitions

5.1 Special educational needs

In accordance with the Children and Families Act 2014, a child has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

This includes children who have:

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

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.

5.2 Disability

The Equality Act says you have a disability if you have a physical or mental impairment that has a substantial, adverse, and long-term effect on your ability to carry out normal day-to-day activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The four broad areas of SEND need are:

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

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

| Area of Need | |
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| Communication and interaction | <p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p> |
| Cognition and learning | <p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> |

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| | <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health difficulties | <p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> ▪ Mental health difficulties such as anxiety, depression or an eating disorder ▪ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ▪ Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p> |
| Sensory and/or physical needs | <p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> ▪ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ▪ A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |

6 Roles and Responsibilities

6.1 SEND Co-Ordinator (SENDCo): Is responsible for overseeing the implementation of the SEND policy, ensuring compliance with legal requirements, advising staff, and liaising with external agencies and parents.

The SENCO at our school is **James Summers**

He will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made.
- Work with the Head of School and SEN 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 coordination of specific provision made to support individual students with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching.

- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned.
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Head of School and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all students with SEND up to date and accurate.
- With the Head of School, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the Head of School, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the Head of School and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The Local Governing Body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every student with SEND gets the support they need.
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any students with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for students with SEND.
- 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 and that the key responsibilities of the role are set out and monitor the effectiveness of how these are carried out.

Determine their approach to using their resources to support the progress of students with SEND.

Make sure that all students from year 7 until year 11 are provided with independent careers advice.

6.3 The SEND link governor

The SEND link governor is

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school.

6.4 The Head of School

The Head of School will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- 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, and awareness of, the provision for students with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of students on the SEND register.
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 Class Teachers

All Teaching Staff are responsible for providing high-quality teaching that is differentiated to meet the needs of all students. They will contribute to the development and review of Individual Education Plans (IEPs) and implement strategies outlined therein.

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach.
- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and agree their aspirations for the student

6.6 Parents or Carers

Parents and Carers: Act as partners in the planning and review process, providing essential insights about their child's needs, strengths, and progress. Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student'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 student's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
- Given an annual report on the student's progress.

The school will always consider the views of the parent or carer in any decisions made about the student.

6.7 The student

Students 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 student:

- Explaining what their strengths and difficulties are.

- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The students' views will always be considered in making decisions that affect them, whenever possible.

7.0 SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8.0 Our approach to SEND Support

8.1 Identifying students with SEND and assessing their needs

In accordance with the 2014 SEND Code of Practice, Colne Valley High School has established a systematic method for identifying and addressing SEND throughout key stage 3.

When a student first arrives at the school, we will evaluate their present abilities and achievement levels. This will strengthen our transition process, which incorporates data from Key Stages and prior settings, as well as, when applicable, the family and outside organisations working with the student and family. Additionally, we will consider any indication that the student might have a disability and, if so, what appropriate modifications the school might need to implement.

Through our well-structured and phased assessment program, we can identify any additional needs at the earliest opportunity and swiftly put in place effective measures to enhance the long-term achievements of all our students.

- Stage 1: Year 7 Transition Assessments
- Stage 2: SEND Diagnostic Assessments
- Stage 3: End of Key Stage 3 Access Arrangements Assessments.

In addition to this early identification model, staff and/or parents may refer a child for SEND support and assessment at any point during their school career if there are serious concerns about their attendance, behaviour, or progress by submitting a SEND Referral to the SENCO. Where appropriate, SEND Assessments will be carried out (see the "Assess, Plan, Do, Review" model below).

Slow progress and low attainment will not automatically mean a student is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

Only after speaking with and getting the parents' permission will the SENCO refer a student to an outside organisation. Parents can make a request for an assessment for an EHC plan, however they should discuss the procedure and if it is suitable for their child's requirements with the SENCO before.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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.

The SENCO, Deputy SENCO and Transition lead, where appropriate, work closely with feeder primary schools and parents/carers to ensure SEND students are correctly identified and supported during their period of transition.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

8.2 **Consulting and involving students and parents**

The school will put the student and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- 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 student's record and given to their parents.

We will formally notify parents if it is decided that a student will receive special educational provision.

8.3 **The graduated approach to SEN support**

Once a student has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a student passport. education plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

8.5 **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires

- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents

9. Expertise and training of staff

CPD will regularly be provided to teaching and support staff through utilizing internal and external CPD providers. The Head of School and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Outreach Services: Communication and Interaction (CCI), Social and Emotional (SEMH), Cognition and Learning and Sensory and Physical.
- Speech and language therapists
- Educational psychologists
- Kirklees Keep in Mind
- Occupational therapists, sensory OT's, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

11. Admission and accessibility arrangements

All admissions details can be found in the admissions policy.

11.1 Accessibility arrangements

Where necessary, alternative provision and additional resources (including staffing) may be put in place to ensure students with special educational needs are fully included in all aspects of school life, including the curriculum, extra-curricular programme and school trips. Any decisions in relation to the above will be taken by the appropriate people, including the School Principal and SENCO.

12. Complaints about SEND provision

If a parent has a complaint about a special educational needs matter, they should follow the procedures laid down in the Academy's Complaint's Policy.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

13.2 **Monitoring the policy**

This policy will be reviewed by the SENCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

The Trust is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will always comply with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education

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