

# Melbourn Village College

SEND Policy	
Committee & date of approval	Full Governors – 22 <sup>nd</sup> February 2021
Last review date	Dec 2020
Review Cycle	3 years
Responsible Officer:	Principal

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Definitions .....	3
4. Roles and responsibilities .....	3
4.1 The SENCO .....	3
4.2 The SEN governor .....	3
4.3 The Principal .....	4
4.4 Class/subject teachers .....	4
5. SEN information report .....	4
6. Monitoring arrangements .....	10
7. Links with other policies and documents .....	11

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Melbourn Village College we believe that ‘Everybody is Somebody’, and that every child can fulfill their potential regardless of ability. We are committed to providing the best possible learning environments for each pupil and endeavor to make every effort to create inclusive environments that do not discriminate against pupils with SEND, whilst maximising pupils’ achievement and promoting independence and lifelong learning. At Melbourn Village College we work to raise the aspirations and expectations for all students with SEND, with a focus on individual pupil outcomes.

We aim to use our resources efficiently to:

- Identify pupils who have SEND as early as possible.
- Provide for pupils with SEND as soon as possible.
- Ensure that teaching staff are equipped to provide for students with SEND via the graduated support model and Assess, Plan, Do, Review cycles.
- Work closely with parents/carers of pupils with SEND, supporting pupils with SEND and signposting to other agencies as well as those listed on the Local Offer.
- Provide SEND pupils with an appropriate curriculum and qualification offer.
- Ensure that all students with SEND are able to access exams and other assessments.
- Ensure that pupils with SEND are able to make successful transitions (KS2-3, KS4-5)

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The equality Act 2010 and advice for schools 2013
- Melbourn Village College Disability and Equality Policy and Accessibility Plan.

The policy will be monitored for impact through the school SEF, and parental and pupil feedback. Melbourn Village College delegates the responsibility for the day to day implementation to the College SENCO, however, the Principal retains overall responsibility for the quality and provision of SEND.

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The SENCO

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### 4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Principal**

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class/subject teachers**

Each class/subject teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

**A full SEND information report is available on our school website SEND page.**

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We use a range of online screeners such as CAT4 and Lucid Exact and follow up with standardised assessments if greater investigation of a pupil's needs is required.

Subject teachers will make regular assessments of progress for all pupils 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 pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. 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. Each child's strengths and difficulties are outlined in a live document that is shared with teaching staff. Children with higher needs have a pupil profile which outlines their needs and support strategies in greater detail.

### **5.3 Consulting and involving pupils and parents**

Any pupil who has SEN and/or a disability can apply through the normal admission process for a place at the College. If a child has an EHC plan then the placement will be organized by their local authority in consultation with the College. Pupils with EHC plans will be admitted where it is seen that we are able to provide an efficient and effective education that will enable the pupil to make progress and not hinder the progress of other students.

During the year 6-7 transition process, the SENCO will work with school transition lead and Head of year as well as the pastoral team to gather information about pupils needs. At any stage in a pupil's time at Melbourn Village College parents/carers can contact the SENCO if they are concerned that their child may have SEND. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with their parents/Carers.

We will formally notify parents/carers when it is decided that a pupil will receive SEN support and be placed on the SEND register.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly, and review meetings held at least once a term.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We begin to prepare pupils for post 16 provision in year 8 and provide a range of post 16 visits and taster days as well as a more bespoke programme called the 'world of work'. Some children have a more bespoke life and living skills curriculum at KS4 and as part of this have the option of a supported long term work experience placement. In year 11, there are further transition visits to post 16 providers and bespoke options for travel training and independent travel to meet individual needs.

#### **5.6 Our approach to teaching pupils with SEN**

Melbourn Village College is a mainstream comprehensive community school and we believe in inclusion. The majority of pupils needs can be met through high quality teaching with good knowledge about a pupil's needs and support strategies to help them to be successful learners. Some children with EHC plans are supported in lessons by teaching assistants, and a small minority have a mixed provision of Skills Base lessons (for those working at KS1 and KS2 levels) and mainstream.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Departments will also provide a range of interventions as part of their core offer.

The Student Support Centre also provide the following range of interventions:

- Coloured paper exercise books for those who have visual stress or Dyslexia
- Scanning Reading pens to support those with reading difficulties
- iPads to record work
- Social skills interventions
- Emotional skills and regulation interventions such as Friends for life programme, and Zones of Regulation.
- Emotional support through keyworker meetings
- Lockers in the Student Centre and individual support for organization
- A supported space at break and lunchtime for pupils to eat and socialize
- A calm space for pupils to spend time in when they are overwhelmed
- Supported homework club
- Keyworker TA support
- Fine and gross motor skills interventions (guided by physio or occupational therapist)
- Speech therapy interventions (guided by speech therapy)
- Reading and English language interventions such as Read Write Inc Fresh Start, word aware, vocabulary enrichment programme, and Elklan.
- Bespoke Relationships and sex education programme
- Bespoke personal and health education programmes
- Skills Base teaching in English, Maths and Science for those working at KS1/KS2 levels, progressing to alternative qualifications at KS4.
- Assessment for access arrangements for GCSEs

### **5.7 Adaptations to the curriculum and learning environment**

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources 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.

## **5.8 Additional support for learning**

We have a number of teaching assistants who are trained to deliver a range of interventions and who also teach in our Skills Base provision.

Teaching assistants will support pupils on a 1:1 basis when this is indicated on a child's EHC plan or where it is clear that without this support the child cannot access mainstream education.

Teaching assistants will support pupils in small groups when in lessons and when directed or agreed with the subject teacher. They will also deliver social and emotional interventions in small groups in the Student Centre.

We work with the following agencies to provide support for pupils with SEN:

- District support teams, including family workers, young people's workers etc
- CAMHS and other emotional and mental health services
- Health and social care professionals
- Specialist teachers, Educational Psychologists, Speech and Language therapists and occupational and physio therapists.
- SENDIASS professionals and other advocacy organisations

## **5.9 Expertise and training of staff**

The College is committed to developing the skill and expertise of our staff. We hold regular and ongoing training in all aspects of teaching and learning including how to meet the needs of children with SEND. The SENCO and TA team work with teaching staff to support their understanding of SEND and in developing effective support strategies for pupils. The Student Support Centre Teaching Assistant team themselves undertake a range of training courses each year in aspects such as Dyslexia, Mental Health, Zones of Regulation etc. Through the SENCO we are also part of a Trust secondary SENCO network and wider local and national networks.

## **5.10 Equipment for pupils**

MVC is committed to supporting SEND pupils in accessing mainstream lessons and activities and one of the ways we do this is through the use of equipment. These include scanning reading pens and Ipads which can be leant out daily to students who use these as their normal way of recording work in lessons.

In certain cases, pupils may need more specific equipment. In these cases we work with occupational therapists or specialist teachers. We also refer children to occupational therapy and physiotherapy as required and to assess and meet needs.

We have and continue to develop our adapted PE programme and have specialist resources to support this.



### **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities are listed in our enrichment programme and are held after school. We provide additional support for children who need it to access the enrichment activities. All school visits are available to all our pupils and children are supported by additional adults as needed.

All pupils are encouraged to go on our residential trip(s) and the trip leader will consult the SENCO as to what support a child with SEND will need. Should a child need to have 1:1 support on a residential trip then staffing will be found for this to enable the child to fully participate in the experience and support their needs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is excluded from taking part in these activities because of their SEN or disability.

Any adaptations needed for pupils will be advised by health and social care professionals and put in place. We have 3 disabled access toilets, a lift in the GE block and level access across the site. In teaching blocks with no lift to the upper floor, lessons are timetabled on the ground floor. Further details can be found on our school Disability and Equality Policy and Accessibility Plan.

### **5.13 Support for improving emotional and social development**

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

- Any pupil, regardless of needs, can talk to the support staff and SENCO within the Student Support Centre. They will continue to be supported by this team through weekly or daily check ins or referred to the pastoral team or form teachers or heads of Year.
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all enrichment clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

### 5.14 Working with other agencies

The SENCO and TA team work closely with the College Pastoral and Safeguarding teams as well as a range of external agencies, such as social care, and CAMHS, to meet the needs of pupils and their families.

### 5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO, Anna-Lisa Ghale [AGhale@melbournvc.org](mailto:AGhale@melbournvc.org) in the first instance. They will then be referred to the school's complaints policy.

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

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

### 5.16 Contact details of support services for parents of pupils with SEN

There are a number of support services that parents of children with SEND can access including SENDIASS which is listed in each Local Authority's Local Offer;

Cambridgeshire: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>

Hertfordshire: <https://www.hertssendiass.org.uk/home.aspx>

Essex: <http://www.essexlocaloffer.org.uk/listing/send-information-advice-and-support-service/>

### 5.17 Contact details for raising concerns

Any concerns or complaints about SEND provision should initially be addressed to the SENCO and thereafter to the SEND department line manager. Should the complaint not be resolved the procedure in the relevant CAM Academy Trust Complaints Policy, found at <https://www.catrust.co.uk/key-information/policies> should be followed.

### 5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every 3 years**. It will also be updated if there are any changes to the information. It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions