

# Special Educational Needs and Disabilities & Specific Learning Needs - 2023-2024

## Overview:

Special Education Needs and Disabilities (SEND) and Specific Learning Needs (SLN) are supported by the Inclusion Department at Severn Vale School. The Inclusion Department supports students with SEND, SLN and mental health and well-being challenges. Students are categorised as SEND if they have a learning problem or disability that make it more difficult for them to learn than most children their age. For some students, additional support is also delivered by external agencies including the Local Authority's Education and Inclusion Team, Advisory Teaching Service (ATS), Speech and Language (SALT) and Children and Adolescent Mental Health service (CAMHS). In school, the SEND team comprises of the SENDCO, Deputy SENDCO, Learning Hub Manager, Higher Level Teaching Assistants (HLTAs) and Learning Support Workers (LSWs). All students have an entitlement to a broad, balanced and relevant curriculum and we recognise that a minority of students may require some personalisation of their learning to take place within the classroom in the form of 'reasonable adjustments' and/or outside of the main classroom as 'intervention'. At Severn Vale, students with special educational and specific learning needs are taught, where possible, with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop students' knowledge, skills and understanding. However, where access to the curriculum and lack of appropriate progression is impaired by barriers to learning, students may be withdrawn from some lessons or receive additional support before or after school for one-to-one or small group interventions. The additional teaching and learning of these students takes place in the Learning Hub (LH) or a specialist teaching room.

## Responsibilities:

*Teachers* are responsible for the progress of all students in their classes; including those with special educational needs. Teaching staff have a responsibility to plan and deliver appropriately challenging lessons that encourage independence, self-advocacy and positive self-esteem. They are to ensure that any reasonable adjustments are made to the behaviour, homework and teaching & learning policies within their classroom practise. It is the responsibility of all staff to refer any learning concerns, with supporting evidence, to the SENDCO.

*Learning Support Workers* are responsible for the delivery (in consultation with the class teacher and/or SENDCO/Deputy SENDCO/Learning Hub Manager) and monitoring of one-to-one or small group interventions. In the case of a few students with specific high levels of need, they are also responsible for supporting students in the classroom (under the direction of the classroom teacher) to foster independence and therefore maximise student progress. They are to ensure that student support files and logs are kept up-to-date and submitted to the Deputy SENDCO for regular monitoring.

The *SENDCO* is responsible for the identification, assessment and implementation of appropriate and effective special educational provision for SEND and SLN students.

The *SENDCO* is responsible for the transition of students with SLN and SEND from Key Stage 4 to Key Stage 5/Non-compulsory Education and/or Training.

The *SENDCO, Deputy SENDCO and Year 7 Transition LSW* are responsible for the transition of students with SLN and SEND from Key Stage 2 to Key Stage 3.

The *SENDCO and Deputy SENDCO* are responsible for the support and training of teaching staff for the SEND/SLN needs of the students they teach; developing staff confidence and enabling students to access learning.

The *HLTAs* are responsible for the planning, teaching, monitoring and reporting of students accessing additional learning support in the Learning Hub or specialist teaching rooms.

## Definitions:

'Special Educational Needs' - the school works within the description set out in the 2015 SEND Code of Practice.

1. 'A child or young person has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for him or her'.
2. 'A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

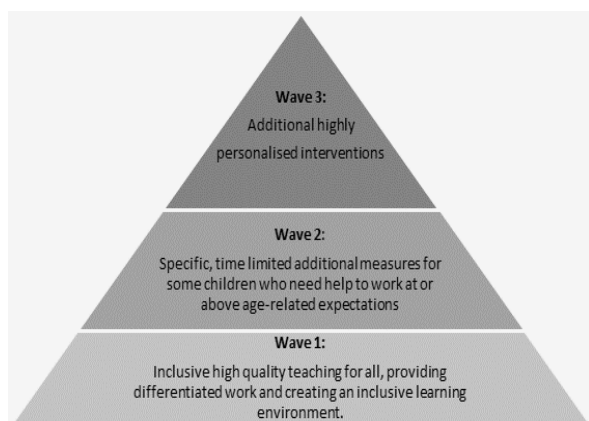
'Specific Learning Need' – where a student has an identified potential barrier/barrier to their learning which can be met predominantly by the mainstream classroom teacher under quality first teaching and/or by an awareness of a medical condition, use of prescribed medication or auxiliary aid.

'Special educational provision' - educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools, in the area. Children and Young People may require special educational provision to be made for them arising from difficulties in the four broad areas of need described in the SEND Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

'Reasonable adjustments' - as defined in the Equality Act 2010 for students who 'have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.' The SENDCO will establish what constitutes a reasonable adjustment. Disapplication from subjects is considered on an individual basis and with Senior Leadership Team (SLT) approval.

### Identification:



Levels of learning support are categorised into 'Waves' at Severn Vale. Most students with SEND/SLN, may have their needs met at Wave 1 through quality first teaching with some students SEND/SLN students needing targeted support in Wave 2 at some point. A few students, usually those with EHCPs or high needs IHCPs, will need support at Wave 3.

Children can experience difficulties in school at any stage. In the first instance, any changes in a student's performance should be passed to their tutor, Head of Year or Head of Key Stage. Teachers and support staff should contact the SENDCO or Deputy SENDCO if they have any concerns regarding a child's ability to access the curriculum. Evidence of the student's barrier(s) to learning should

support the initial query. Referrals should be made using the [iSEND@severnvaleschool.com](mailto:iSEND@severnvaleschool.com) email. After observations and informal investigations, which could take up to 12 weeks, a student's need might be identified as being a SEND and/or a SLN. As appropriate, formal assessment, consultation or referral to external agencies may take place. Depending on the outcome, a student may then be placed on the school's graduated pathway of support. Staff can check the status of a student's referral via the student's profile on SIMS.

If a student has an examination access arrangement already identified by the SENDCO with adjustments in place as the student's normal way of working, this must still be evidenced, if applicable to the subject, by teachers at Key Stage 4. Where a new condition or concern has been identified by teachers as a possible barrier to a student's reaching their potential, they should, in the first instance, notify the SENDCO via the [iSEND@severnvaleschool.com](mailto:iSEND@severnvaleschool.com) email together with a completed EAA teacher's form. Following a review of the referral, teachers may be required to provide further evidence by the published deadline, which should include evidence of the student's work – with and without reasonable adjustments being made to the teaching and learning of the student. Staff will be notified of the outcome of applications for EAA. Any adjustments made must be evidenced and applied to everyday learning and not just in tests or assessments. Having an EHCP, diagnosis, SEND and/or a SLN does not guarantee nor always require EAA. EAAs include such provision as: word processor use, movement breaks, enlarged scripts, additional time and a scribe. The SENDCO will assess eligibility to apply for EAAs through teacher-based evidence and/or specialist medical reports and, where necessary, standardised educational assessments. The SENDCO will approve appropriate centre-based arrangements and/or apply for EAAs and as directed by the Joint Council for Examinations (JCQ) and/or the awarding bodies EAA regulations.

Students may already have an identified learning need in the form of a Personal Learning Plan (PLP), My Plan, a My Plan +, an Education and Health Care Plan (EHCP) or a medical need in the form of an Individual Health Care Plan (IHCP). Details of the adjustments/awareness of conditions outlined in these plans must be included in the planning and teaching of these students. EHC and IHC plans are reviewed at least annually and staff will be required to submit written comments for review meetings. Students on all levels of the graduated pathway with plans that effect their

learning must have these needs acknowledged and, where appropriate, met by SVS staff. The Inclusion department produce PLPs outlining key areas of student need. These are then completed, by teaching staff with the adjustments and/or strategies that they will use to support the student in their subject. PLPs and IHCPs are attached to the student's SIMS record.

### **Support and monitoring:**

Some students may need support for a short time whilst others may require longer term support. At Severn Vale School we apply the Gloucestershire Graduated Approach to support for learning and pastoral support. All plans are student centred and take on board the views of relevant stakeholders.

The SEND Department follow the listen, plan, do, review cycle:

Listen - clear analysis is made of needs via: views of the child/young person and their parents/carers, teacher assessments and observations, student's current attainment, student's previous progress and attainment, tracking of progress and comparisons with national data, assessments by external agencies if appropriate.



Plan – an action plan is produced to include: time limited outcomes for the student, the adjustments, support and interventions to be put in place, a date for review.

Do - staff are made aware of the plan and implement the adjustments, support and interventions via the PLP and/or details held on SIMS. Teachers differentiate and personalise the curriculum, deliver 'additional and different' provision for a student (where appropriate), plan, support and measure the impact of all subject-based group and one-to-one interventions delivered by LSWs under their direction. Specialist staff and LSWs who deliver withdrawal sessions will link their interventions to classroom teaching. The SENDCO and Deputy SENDCO will support teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with the student and parents/carers and external agencies to seek their views.

The cycle then starts again with the updated needs of the student being considered before planning a continuation of or change to provision. If a student is not making the expected progress as identified from a range of evidence, appropriate intervention will be implemented. Where appropriate, this may lead to such students being placed on the school SEND register. If a student is making expected or better progress then the student's SLN/SEND status may be amended or withdrawn.

### **Staff:**

The Severn Vale SEND Team has a range of expertise and specific qualifications related to supporting students with additional needs including: attachment, behaviour, Specific Learning Difficulties, mental health, continence and mobility. Our team predominantly work with a particular year group or Key Stage.

SENDCO & Assistant Headteacher: Michell Littlegray – SEND/SLN/MHWP queries, Nurture, EAA, External Services.

Deputy SENDCO: Julie Williamson – SEND queries, Staffing, special requests for one-off TA support, QFT, Children in Care.

The school's Special Educational Needs Policy can be found on our website [www.severnvaeschool.com](http://www.severnvaeschool.com). and in the policy area in Sharepoint.