

 <p><b>Hope Valley College</b> Nurture - Enrich - Achieve</p>	Policy No: T&L006	<b>Version</b>	<b>2</b>
		<b>Date issued</b>	<b>9 Jan 2017</b>
	<b>Special Educational Needs Disability/Inclusion Policy</b>	<b>Committee</b>	<b>T&amp;L</b>
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		<b>Date adopted</b>	<b>25 June 2018</b>
		<b>Minute no.</b>	<b>3/36/23</b>
		<b>Review date</b>	<b>16 Jan 2019</b>
		<b>Publication area (Internal only or Public)</b>	<b>Public</b>

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## 1. PURPOSE

At Hope Valley College...

We want our students to be:

- Happy, confident with high expectations
- Resilient, independent and resourceful
- Caring, friendly and compassionate
- Open-minded and adventurous with broad horizons
- Ambitious, successful leaders and team players, ready for future challenges

In a school that:

- Provides excellent teaching and a wide range of challenging learning opportunities – academically, physically and emotionally
- Values every student as an individual and is ambitious for every student regardless of their background, previous achievements, talents or individual barriers to learning
- Is nurturing, caring and welcoming
- Is reflective and always striving to improve
- Develops student and adult leadership and participation at every level
- Is a community that students, staff and parents are proud of

## 2. INTRODUCTION

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein

SENCO	Alison Scorer
Contact details	<a href="mailto:ascorer@hopevalley.derbyshire.sch.uk">ascorer@hopevalley.derbyshire.sch.uk</a>
Qualifications	NASENCO award (November 2013) CPT3A (October 2012)
Role on CMT	Assistant Principal – Inclusion
Link Governor	Suzanne Gillott

## 3. AIMS

Hope Valley College is a fully inclusive educational community that values the contribution of each individual learner. We recognise every student has their own unique learning needs but that for some this can result in the young person having a barrier to their learning which requires additional input and resources to help them overcome these difficulties. We are ambitious for all our students, have high expectations and will support all to achieve the very best they can. We are committed to offering outstanding care and guidance to everyone in College, working together to ensure our students are safe, healthy and happy.

We believe that all of our students have the right to a broad and balanced curriculum, encouraging all our students to develop and share their talents through a wide range of activities in and beyond the classroom. We are partners in a learning community, where all students, staff and the wider community enjoy developing and sharing knowledge, ideas and skills. We encourage our students to be actively engaged in their education, to learn to be independent and tenacious in pursuing their goals. We recognise the importance of working closely with parents/carers who play an active and supportive role in their child's education.

We believe that every teacher within the College has a responsibility to deliver an appropriate curriculum to every child whatever their needs. Quality first teaching is an entitlement of all our students.

#### **4. OBJECTIVES**

The objectives of our policy are:

- ✓ To work within the guidance provided in the SEND Code of Practice, 2014.
- ✓ To appoint members of the College management team to the roles of SENCO and Head of Pathways.
- ✓ To identify and monitor a student's individual needs from the earliest possible stage so that appropriate provision can be made to ensure staff have high expectation for each student and students' aspirations reflect this. This includes liaison with Primary schools before students join Hope Valley College.
- ✓ To make everyone aware of the procedures for identifying a particular student's needs.
- ✓ To involve students in the identification of appropriate goals and review progress with them – person-centered approach.
- ✓ To provide support and advice for all staff working with students with special educational needs.
- ✓ To plan an effective curriculum to meet the needs of students with special educational needs and ensure that all goals set are SMART (specific, measurable, achievable, realistic, time related).
- ✓ To work in close partnership with parents/guardians of all students, valuing their knowledge and involving them in all processes.
- ✓ To seek appropriate support from outside agencies, where appropriate, working closely with them to improve the outcomes for students who have special educational needs.
- ✓ To focus on desired outcomes for the student.

#### **5. ADMISSION AND TRANSITION ARRANGEMENTS**

The admissions policy is based on the agreed Derbyshire policy. We strive to be a fully inclusive College. All students will be treated according to their needs in line with the College's policy for equality of opportunity. No child will be denied admission because of its creed, race, physical ability or academic attainment. Where a student has a specific need

e.g. wheelchair access, the governors and College management team will make reasonable adjustments to ensure the child's needs are fully met. If a student is transferring into the College with additional provision (Education Health and Care (EHC) plan or GRIP) from another school we will ensure we continue to meet the student's needs. The continuation of this support may require negotiation with an appropriate officer of the LA to ensure funding is available in order to meet the student's needs.

Students who wish to attend Hope Valley Pathways must have an EHC plan. Applications for places are made via Derbyshire LEA through the Annual Review Process. Places will subsequently be allocated by the authority. Attendance at Hope Valley College does not guarantee a place in the Post-16 provision.

## **6. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS**

We endeavour to meet the needs of every student within the classroom through careful planning, appropriate teaching and strategic use of resources available. When careful identification and assessment procedures highlight a student is not making adequate progress the class teacher, SEND staff and parents/carers will review the strategies and approaches currently being used and consider ways that these may be developed.

The College currently follows the guidance contained in the Special Educational Needs Code of Practice (2014).

The code does not assume that there are fixed categories of special educational need but recognises that students' needs and requirements may fall within or across four broad areas:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

We do not attempt to fit our students into any of these categories but aim to identify each student's unique learning needs by considering the whole person. We recognise that each student is an individual and their special educational needs may only form part of the picture. We do not, therefore, aim to label a student but use these categories as a means to helping us work out what actions we need to take to best support that student.

Where this review leads us to the conclusion that the student needs help additional to and different from what is normally available within the classroom we will inform the parent/carer, place the student on our SEND register and support the student through *SEN Support (K)*.

## **7. SEN SUPPORT (K)**

For some students, despite a fully differentiated curriculum, there are times in their education when they need extra support that is different from and additional to that of their peers.

It may be that the student:

- Makes little or no progress even when teaching approaches are targeted to their particular need.
- Show signs of difficulty in developing skills in literacy and/or mathematics.
- Shows persistent signs of emotional or mental health difficulties, which are not addressed through the normal strategies used within college.

- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

Initial concerns may be highlighted informally by teaching staff or more formally through a review of each set of assessment data produced in line with the college assessment procedure and analysed by the Senior Guidance Team.

## **8. A GRADUATED APPROACH TO SEND**

### **ASSESS**

In these cases evidence will be collected from all staff involved in the student's education by their tutor/senior house tutor. Parents/carers will be made aware of our concerns and invited into College to enable us to seek further information from them.

### **PLAN**

During this meeting with the SHT, SENCO/Assistant SENCO, Parent/Carer and student a set of desired outcomes will be agreed. Barriers to learning will be identified and effective SEND provision be made available. The plan will include a review date when everyone will reconvene to revisit, revise and refine the plan.

### **DO**

All teaching staff will be made aware of the agreed student's needs, the desired outcomes, the support to be provided and any agreed teaching strategies or approaches that are required. This will be communicated via e-mail directly to the staff concerned with an additional electronic record being made on Progresso (our Management Information System). The subject teacher will remain responsible for working with the student on a regular basis: preparing appropriate work, delivering work and providing regular feedback.

### **REVIEW**

The effectiveness of the support and interventions, and their impact on the student's progress will be reviewed in line with the college data cycle. Parents/Carers and students will meet again with the tutor/SHT/SENCO/Assistant SENCO to discuss the impact and quality of the support that has been on offer and to revise this in line with the student's progress and development. This may involve adapting the provision available for the student as well as referring to external agencies for further help and guidance. All provision planned will be discussed with both the student and the parent/carers.

Where, despite all our best efforts, the student continues to make little or no progress in relation to the goals set, or is falling significantly behind his/her peers we will increase the intervention. However, we will continue to seek advice from external agencies such as Educational Psychologists, Autism Outreach, Health, CAMHs and MAT on fresh targets and strategies or more specialist assessments that can help with our planning.

## **9. EDUCATION, HEALTH AND CARE PLAN/STATEMENT**

If progress does not improve and a student is falling further behind their peers we will discuss with parents/carers the need to apply for a statutory assessment. This may, or may not result in the LEA issuing an Education Health and Care plan (EHCP). Where a student has an EHCP we will carry out an annual review that parents, students, relevant external agencies, SENCO/Assistant SENCO and Key worker will be invited to attend.

Hope Valley College will admit any student that names the college in an EHC plan. We will ensure that all those working with the student are aware of their needs and that arrangements are in place to meet them.

In preparation for the Annual Review we will:

- Convene the meeting on behalf of the Local Authority.
- Ensure that sufficient arrangements are put in place at the College to host the meeting.
- Seek advice and information about the student from all parties invited prior to the review taking place.
- Cooperate with the local authority.
- Prepare the student in advance in order to make the review person centered.
- Make a permanent record of the meeting to be circulated to everyone invited within 2 weeks of the meeting.
- Ensure that a review is undertaken at least seven months before transfer to another phase of education.

## **10. CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

The College has made a commitment to increase the SEND training for all staff throughout the year. An audit of staff skill and confidence has been completed and particular areas of professional development need have been highlighted. There is a calendared SEND training session every term for all staff. The SEN department also receives regular and specific training from agencies that work with us on a regular basis. All staff have an SEND Performance Management target set.

## **11. FUNDING**

Funding for students with SEND will be allocated on the basis of the appropriate amount of core per-pupil funding from the notional SEND budget outlined in the local offer for the SEND provision. Wave 3 top up funding, provided through EHC plans and GRIP funding will be allocated directly to provide support to meet the named individual's needs. Some parents may choose to use personal budgets, allocated from the local authority's high needs funding block under the new framework, to purchase specific provision.

## **12. ROLES AND RESPONSIBILITIES**

### **Governors' Role**

The Governing body will:

- ✓ Do its best to ensure that the necessary provision is made for any student who has special educational needs.
- ✓ Have a written SEND policy containing the information set out in the Educational (Special Educational Needs)(information)(England) Regulations 1999.
- ✓ Ensure that teachers in the college are aware of the importance of identifying, and providing, for those students who have special educational needs.
- ✓ Ensure that where the "responsible person"- the Principal or the appropriate governor- has been informed by the LEA that a student has special educational needs, these needs are made known to all who are likely to teach them.

- ✓ Ensure that a student with special educational needs joins in the activities of the college together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- ✓ Have regard to the current Special Educational Needs Code of Practice (2014) when carrying out its duties towards all students with special educational needs.
- ✓ Consult the LEA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ✓ Report to parents/guardians on the implementation of the college's policy for students with special educational needs in the college prospectus, the name of the person responsible for co-ordinating SEND provision within the College and the name of the person responsible for co-ordinating SEND provision in the Post 16 centre.
- ✓ Ensure that the College admissions arrangements do not discriminate against disabled students.
- ✓ Publish an Accessibility Plan showing how they plan to increase access for disabled students to the curriculum, the physical environment of the college and to written information in alternative formats.

The Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the college's SEND policy.
- They are up-to date and knowledgeable about the college's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the College Improvement Plan and the College's self-evaluation process.
- The quality of SEND provision is continually monitored.
- The SEND policy is reported on in the college prospectus and made available via the college website.
- The SEND information report is available to all stakeholders via the college website.

### **Assistant Principal (Head of Post-16) Role - Debbie Petts**

The responsibilities of the Assistant Principal for co-ordinating the provision of SEN within the Post-16 provision involve:

- ✓ Implementation of the College's SEND Policy.
- ✓ Monitoring, evaluating and reporting on the provision for students with SEND to the governing body in conjunction with the designated responsible person.
- ✓ Ensuring EHC plan reviews are conducted appropriately with a person -centered approach being at the heart of the reviews.
- ✓ Managing the community learning mentors.
- ✓ Working alongside staff to assist them in identifying, assessing and planning for students' needs and ensuring that students make progress relative to their expected outcomes at Post-18.
- ✓ Working with schools, FE Colleges and external providers to provide clear transition planning, both into the provision and leaving the provision.
- ✓ Liaising with external agencies, ensuring they are actively encouraged to be involved in the person-centered planning of each individual.
- ✓ Working in partnership with parents to provide support and access to services.
- ✓ Contributing to and, where necessary, leading the continuing professional development [CPD] of staff.
- ✓ Maintaining appropriate records and evidence on each student.

## **Assistant Principal (Inclusion) Role - Alison Scorer**

The responsibilities of the SENCO for co-ordinating the provision of Special Educational Needs throughout the college will involve:

- ✓ Implementation of the colleges SEND policy.
- ✓ Monitoring, evaluating and reporting on the provision for students with SEND to the governing body in conjunction with the designated responsible person.
- ✓ Ensuring EHC plan reviews are conducted appropriately.
- ✓ Managing the learning support team.
- ✓ Working alongside staff to assist them in identifying, assessing and planning for students needs and ensuring that students make progress.
- ✓ Liaising with external agencies.
- ✓ Liaising with and working in partnership with parents, tutors and assigned teaching assistants.
- ✓ Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- ✓ Maintaining appropriate records on all students with special educational needs.
- ✓ Scrutinizing data to identify students in need of extra support, setting of individual targets and intervention strategies to support progression.
- ✓ Making applications for examination access.
- ✓ Transition liaison with primary schools and post 16 providers.
- ✓ Applications, where appropriate, for Statutory Assessment. GRIP funding and TAPs Funding

## **Assistant SENCO Role - Richard Griffin**

The Assistant SENCO supports the SENCO in co-ordinating the provision of Special Educational Needs throughout the college. This will involve:

- ✓ Leading the daily team briefing.
- ✓ Managing the deployment of support staff across the college.
- ✓ Overseeing and maintaining specific resources for Special Educational needs.
- ✓ Co-coordinating the range of support available to students with special educational needs.
- ✓ Liaising with external agencies.
- ✓ Liaising with and working in partnership with parents, tutors and assigned teaching assistants.
- ✓ Management and administration of annual reviews.
- ✓ Oversight of delivery of personalised intervention programs.
- ✓ Contributing to and, where necessary, leading the continuing professional development (CPD) of staff
- ✓ Testing students and identifying students who qualify for access arrangements in examinations

## **Teachers Role**

All teaching staff, with the appropriate support of their head of department, are responsible for delivering the relevant National Curriculum to all students, including those with SEN. This will involve:

- ✓ Delivering a differentiated curriculum enabling all students to make progress.
- ✓ Promoting an inclusive atmosphere within the classroom.

- ✓ Adapting teaching style and classroom groupings to meet the needs of individual students.
- ✓ Ensuring materials used in a lesson are accessible to all students.
- ✓ Supporting students to achieve aspirational targets.
- ✓ Liaising with Teaching Assistants.

### **13. THE SEND DEPARTMENT**

Alison Scorer	SENCO
Debbie Petts	Head of Hope Valley Pathways
Richard Griffin	Assistant SENCO

#### **Teaching Assistants**

Margaret Carter  
 Heather Edwards  
 Melody Davies-Eccles  
 Stephen Hartley  
 Lynn Kent-Bennett  
 Suzanne Lomas  
 Timothy Ryan  
 Jayne Jodrell  
 Emma Scorer  
 Stephanie Topley  
 Stephen Walker  
 Simon Dickinson  
 Oliver Spence- relief  
 Atif Khan-supply

#### **Departmental Teaching Assistants**

Christine Herrick – Maths  
 Claire Norman - English

#### **Pastoral Officers**

Robyn Taylor  
 Richard Robinson  
 Joanne Powis  
 Susan Daniel

#### **External Partners**

Local Inclusion Officer	TBC
Educational Psychologist	Lynda Joyce
Autism Outreach	Amanda Towers
Parent Partnership	Christine Anderson
Behaviour Support	Fiona Crosbee

### **14. EVALUATION OF THE POLICY**

The Governing Body will review this policy annually through the Teaching and Learning committee which has the responsibility for ensuring the Governors' responsibilities are carried out. The policy will be evaluated against the objectives previously stated:

- An analysis of teachers' planning through line management procedures ensures that a differentiated approach has been taken with individual learning objectives identified and reflected upon in planning.
- Targets discussed with students and parents ensuring ownership.
- Students reviewing targets and having their views recorded.
- Number of students needing a lower level of additional provision.
- Additional provision is flexible and appropriately targeted to meet individual needs and remove potential barriers to learning.
- Staff involved in INSET related to SEND issues.
- Ensuring that external agencies have their comments and recommendations recorded and are involved in their development.
- The College Improvement Plan and SEF priorities include provision for SEND.
- Data from RAISE online demonstrating levels of progress, attendance data and exclusions data relating to students with SEND.

## **15. COMPLAINTS**

If parents/carers have a complaint concerning the provision made available for their child they should discuss this, in the first instance, with the child's tutor. If this proves unsuccessful the matter should be referred to the Assistant Principal (Inclusion) and/or the Principal. Should the matter remain unresolved the parents/carers should contact the Link Governor SEND/Chair of Governors. As a last resort the complaint should be taken to the current Secretary of State for Education.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy 2017
- Accessibility Plan 2017
- Teachers Standards 2012

## **Appendix 1**

### **Department Vision**

**the why-** we want every student's journey through HVC to be a positive one in which they are happy, nurtured and challenged in order that they succeed and are proud of their individual achievements whilst feeling part of a community who values their personal contribution

#### **the how-**

- by ensuring students feel safe and valued,
- by recognising all students are unique learners with individual needs,
- by ensuring all staff recognise their responsibility to meet the needs of all learners,
- by creating an ethos of mutual support and mutual respect

#### **the what-**

- celebrating success relative to each learner,
- setting aspirational goals,
- removing barriers to learning,
- ensuring appropriate support for both learners and teachers,
- developing mutually supportive learning environments for all,
- motivating students to take risk,
- encouraging students to be independent learners,
- ensuring appropriate provision is funded accordingly,
- find "out of the box" solutions,
- develop strong working partnerships with parents, agencies, external providers and both primary schools and post 16 provision,
- building mutual respect amongst the college community

## **Appendix 2**

### **Rationale for Teaching Assistant Deployment**

#### **Background**

T.A. Deployment is a process which benefits the pupils above all else. As a result of a comprehensive restructure in 2014 and subsequent lack of funding over the 4 years the number of FTE T.A.s has reduced from a high of 21 to 10.4; this has not been matched with a reduction in T.A. support required for students with EHCPs.

Many interventions run before September 2014 were integral for a certain set of students and there were significantly more Teaching Assistants to deploy. This has meant that essential in-class support has been prioritised over the past few years and Teaching Assistant deployment for intervention work has been reduced as a result. In order to meet the demand for interventions, the school would need to employ at least an extra 3 FTE teaching assistants.

#### **Criteria for Deployment**

The assistant SENCO deploys T.A.s based on:

- Individual pupil need (ask the questions: do they need T.A. support in this lesson? What would happen without the T.A. in that class?)
- T.A.-Pupil relationship
- T.A. skill-base
- Where support can be dovetailed with other students (particularly relevant with stretched staff numbers).

T.A.s are deployed across the attainment range and their assignment to classes is based on needs within that class group. T.A.s have time at the end of the day to meet with class teachers, share practice and find catch-up work. There are certain students who require really consistent T.A.s and close 1-to-1 work; these students invariably are ones with severe attachment needs who require a consistent person to co-regulate with.

T.A.s also have duties at lunchtimes and breaks to support students with social and emotional needs.

Every data-cycle information is put into the Wave 3 tracker at each termly data cycle to measure the effectiveness of support for student within the class. Qualitative data is also taken from the students and class teacher around teaching assistant support. With the provision being reviewed, action points are raised and necessary adaptations made. If it is felt that a student can do without a T.A., a trial period will be initiated and progress measured.

#### **T.A. Led Intervention**

Intervention sessions are led by a few teaching assistants on a 1-to-1 basis; in particular: positive play, paired writing, creative mentoring, typing, motor skills, draw & talk and reciprocal reading. Some teaching assistants lead 1-to-1 support sessions. Support is mainly given to Wave 2 and 3 funded pupils as this is where priority must be given. They then feed this into classroom lessons both formally and informally. Teaching assistants are not paid above Level 4 in the school so should not have any responsibility for planning and marking sessions.

T.A.s liaise with parents and outside agencies when appropriate. They also attend pupil progress meetings for the Year groups they work with and attend SEND Annual Reviews where they are the assigned key worker.

T.A.s are observed formally and informally.

Within a class T.A.s are assigned 'jobs' within the class. T.A.s are not deployed as 'velcro' for students, but are instead put to work within the class, acting as scribes, readers and use questioning strategies and oral feedback to improve pupil performance. T.A.s are not employed to take the place of teachers and Quality First Teaching (Wave 1) should be first and foremost in the minds of teachers.

## **Future deployment**

We would like to continue reducing the dependency of pupils with T.A.s and moving towards more of an ‘interventionist’ approach with T.A.s. These interventions will be timed at 6-12 weeks and be developmental. The approach by the school has been to ‘pull students out of languages and do intervention work with the Assistant SENCO’; although this culture is beginning to change. With current demands on schools to increase the EBacc offer, this is not feasible on a long-term basis. Effective group interventions are best done in small groups of between 3 and 5 students. We would like to be able to offer:

- Lego therapy
- More positive play
- More draw & talk
- ELSA (Emotional Literacy Support)
- More paired writing
- More reciprocal reading
- Self-esteem and body image support
- Sensory integration programmes
- Autism support group
- 1-to-1 tuition