



**Cabot**  
Learning  
Federation



## Special Educational Needs and disability (SEND) Policy

Approved by	UVA Academy Council
Date	4 December 2023
Review Date	Autumn 2024



# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

## Introduction – Our Beliefs and Values

Uphill Village Academy is an inclusive school where all are valued, trusted and work collaboratively. It is our belief that all children have an equal right to a full and well-rounded education which will enable them to 'Learn without Limits'. We believe in equity as well as equality and are committed to providing relevant and challenging learning experiences for all of our children that allow them the opportunities to achieve to the highest of standards. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Uphill Village Academy has a Special Educational Needs Coordinator (SENCO) and a named Academy Councilor responsible for SEND. Together with the Principal, they ensure this SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

## Aims

All children and young people are entitled to an education that enable them to make progress so that they:

- *Achieve their best*
- *Become confident individuals living fulfilling lives and*
- *Make successful transition into adulthood, whether into employment, further or higher education.*

Uphill Village Academy is a happy and vibrant place where all pupils are encouraged to love learning. Our Academy firmly believes that every child should have high aspirations, value their learning and achieve their full potential. The dedication and expertise of the staff to inspire pupils to become excited and motivated about their learning. We pride ourselves on being an inclusive school which aims to provide support to learning, which will assist all children to achieve their full potential.

## Objectives

- To identify and provide for pupils who have special educational needs
- To work within the guidance provided by the SEND Code of Practice 2014.
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To provide a Special Educational Needs and Disability Co-ordinator (SENCO)
- To ensure the culture and practice within our school and management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.

- To work in cooperation with and establish productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Identifying Special Educational Needs**

In the 2014 guidance, 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. The broad areas of need (page 98 of the guidance) are:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take, not to fit a learner into a category.

At Uphill Village Academy, we identify the needs of learners by considering the needs of the whole child. This is not just the academic achievement of a young person. We know other factors may impact on progress and attainment such as:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Meeting the eligibility criteria for Pupil Premium
- Being a Looked After Child
- Being a child in a service family

Any concerns relating to a learner's behaviour should be described as an underlying response to a specific need or range of needs. In school we will be able to recognise and identify this clearly as we will know the learner well.

### **A Graduated Approach**

The new Code of Practice for SEND clearly states that 'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching partners and or specialist staff'.

At Uphill Village Academy, Quality First Teaching is delivered by class teachers. This includes:

- differentiation,
- target setting and
- personalised learning.

This involves a range and variety of strategies and resources to enable full access to the curriculum for all children. Class teachers have a range of inclusive strategies to meet the needs of different types of learner. They will support the learning of children who are at different levels of ability and who work at different rates. Teachers are responsible and

accountable for the progress and development of the pupils in their class, including where pupils access support from teaching partners or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND.

Where a child does not make progress as expected, we consider if they need help over and above that which is normally available. Support at this stage may include, interventions, small group work or observations from our SENCO or an advisory teacher. It may also see us seeking or using specialist expertise.

Pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and high quality teaching. They may be considered for identification if they:

- Make little or no progress, even when teaching approaches are targeted, particularly if a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
- Present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Have sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment.
- Have communication and / or interaction difficulties, and continues to make little or no progress.
- Need provision that is different from or additional to our core offer.

Class teachers will often be the first to identify problems using classroom observation and informal assessment. Parents may also voice a concern to highlight a particular need. If working with outside agencies, they may also bring a child's difficulties to the academy's notice.

When the academy decides to identify the child as SEND, they will be recorded as receiving SEN Support, have a one-page profile and/or a learner passport.

The academy will seek to remove any identified barriers to learning and put effective special educational provision in place. This is tracked using a cycle of assess, plan, do, review and is most successful when the child/young person is at the centre of the process. A learner passport might also be used to set and monitor targets. A Learner Passport is a working document which will be updated as more is understood about the child's SEND, including their response to interventions.

The four-part cycle:

- **Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. In some cases, we will draw on assessments and guidance from other education professionals e.g. advisory Teachers, Educational Psychologists (EP) and from health and social services.
- **Plan:** Where SEND Support is required, the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be

reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

- **Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Teaching Partners or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

- **Review:** The plan including the impact of the support and interventions will be reviewed through our pupil progress meetings, 3x per year with the teacher, SENCO, and the pupil. Parents will be kept informed, if necessary, of progress being made. This will inform the planning of next steps for a further period of time, or where successful the removal of the pupil from SEN Support. This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Where pupils have higher levels of need, and with parental permission, the academy may seek advice from, or work alongside, external agencies. These agencies may include but are not limited to:

- Educational Psychology Service
- Community Paediatric Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Advisory Teachers
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If expected progress is not evident, despite significant support being in place, we will consider requesting an Education Health Care Needs Assessment (EHCPNA). This might lead to an Education Health and Care Plan (EHCP) being agreed and this will be reviewed annually. These Plans will detail interventions that are additional to those provided as part of the academy's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching partners within the class and reviewed formally with the SENCO, parents and young person.

Pupils will be taken off the SEND register if they no longer meet concerns identified prior to placing on the SEND register. Should a child no longer require an individual plan, then parents will be informed.

## **Roles & Responsibilities**

Uphill Village Academy has a named SENCO, who ensures that the Uphill Village Academy SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other current policies within the school. All our teaching and support staff have a responsibility for teaching and learning for all pupils including those with SEND and any other additional need.

The SENCO has an important role to play, with the Principal and Academy Council, in determining the strategic development of SEND policy and provision in the academy. They hold day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health and Care Plans (EHCPs). Within their role, they provide professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the North Somerset Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

#### **Specific duties for Class teachers:**

- Provides high quality teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEN.
- Reports SEND concerns to SENCO and Principal prior and during pupil progress meetings.
- Works alongside SENCO and designated Teaching Partners to ensure guidance is provided and personalised SEN plans are being adhered to.
- Writes and reviews personalised plans, sharing with parents during parents' evenings or when necessary.

#### **Specific duties for SENCO:**

- Oversees the day-to-day operation of the school's SEND policy.
- Advises and reports to the Senior Leadership Team (SLT) and Academy Council.
- Supports and advises class teachers and Teaching Partners.
- Organises the professional development of teachers and Teaching Partners where appropriate. Liaising with parents of children with SEND.
- Complies and maintains the SEND Register and all records of all pupils with SEND.
- Ensures specific plans are written and reviewed by class teachers, parents and pupils where appropriate.
- Liaises with outside support agencies and support services.
- Ensures that the necessary stock and equipment (including that required for additional intervention and inclusion programmes) are available through the allocated SEND budget.
- Communicates effectively with the Inclusion team including Learning Mentors and Speech and Language Therapist.
- Organises the transfer of SEND records for children when they leave school.
- Liaises with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Acts as a key point of contact with external agencies, the local authority and its support services.
- Makes regular visits to classrooms to monitor the progress of children on the SEND Register.
- Works with the Principal and the Academy Council to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Maintains Educational Health and Care Plans (EHCPs) and ensures all staff are informed accordingly of the needs of pupils.

### **Specific duties for Principal:**

- Oversees and reports on the implementation of the SEND Policy.
- Delegates responsibility to the SENCO.
- Liaises with Academy Council and SENCO to monitor the effectiveness and efficiency of the SEND policy.

### **Specific duties for the Academy Council:**

- Agree policy with regard to the Code of Practice.
- Delegate responsibility for the implementation of the SEND policy to a named Academy Councillor and to the Principal.
- Receive regular reports from the SENCO.
- Review this policy every two years.
- The Academy Council challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- The Academy Council has decided that children with special educational needs will be admitted to the academy in line with the academy's agreed Admissions Policy.

### **The Role of Parents of Pupils with SEN**

In accordance with the SEND Code of Practice, we believe that all parents of children with SEND should be treated as equal partners. We have positive attitudes to parents, Our Local Offer details the specific support we provide all pupils, including those with concerns for SEND. We strive to ensure that they understand procedures and are aware of how to access advice. Liaison with parents is therefore encouraged in the following ways:

- Parents are always welcomed into the academy to talk to teachers about any concerns regarding their child and his/her progress.
- Teachers will discuss with parents any concerns they have, whenever the need arises and at consultation evenings.
- Parents are involved in discussions with outside agencies where appropriate.
- They are involved with the implementation of the individual 'Plans' by supporting the work at home.
- Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.
- Where possible, pupils with an EHCP contribute to their Annual Statement Review

### **Accessibility**

All pupils are entitled to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. We recognise the importance of inclusion for all children in mainstream primary education. All teaching and support staff provide suitable learning challenges, meet pupils' diverse needs and provide enablers to learning.



There will be times when it is appropriate to support the learning of a pupil with SEND on a one to one or small group basis beyond the classroom of their peer group.

In addition to the curriculum, the academy provides a wide range of additional activities both in and out of school. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities. Where necessary, reasonable adjustments will be made. During their time at school, all children have the opportunity to take part in a residential visit. Parents are invited to discuss individual needs and access arrangements or risk assessments for this with their child's class teacher and/or SENCO.

### **Supporting Pupils with Medical Needs**

The academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The academy's policy for supporting pupils with medical conditions describes the arrangements the academy has in place.

### **Monitoring and Evaluation of SEN**

The Principal and the SENCO regularly monitor and evaluate the quality of provision for all pupils. The academy aims to use interventions that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

### **Storing and Managing Information**

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave Uphill Village Academy.

### **Reviewing the SEND Policy**

The SEND policy is reviewed every two years in line with the SEND Code of Practice. It will be shared with Academy Councillors, all academy staff and placed on the academy website.

## **Complaints**

Please refer to the Uphill Village Academy Complaints Policy

### **Academy Details:**

Academy Complaints Coordinator: Julie Bailiss, Operations Manager

Contact details:           Email: [office@uva.clf.uk](mailto:office@uva.clf.uk)  
                                  Telephone number: 01934 626769  
                                  Postal address: Uphill Village Academy, Old Church Road, Uphill,  
                                  Weston-Super-Mare, BS23 4XH

### **CLF Details:**

The Head of Governance is the nominated Complaints Officer of the Federation and has responsibility for the operation and management of the Federation complaints procedure.

Head of Governance:       Liz Tincknell  
Contact details:             Cabot Learning Federation, King's Oak Academy,  
                                  Brook Road, Bristol, BS15 4JT