



Viaduct Federation of Schools SEN policy and information report

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1. Aims

Our SEN policy and information report aims to:

- Set out how our schools 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

The Viaduct Federation are inclusive schools and our Vision Statement is relevant for all our students.

The Viaduct Federation's schools are at the heart of our communities. They are aspirational places where everyone shares enthusiasm and respect; where every individual child's strengths are celebrated.

We nurture and develop our pupils to become independent, adventurous learners who achieve highly through an inspiring and exciting curriculum.

Our staff are creative thinkers, reflective learners and proud of the Federation's collective identity.

We are welcoming, open and honest; trusted and supported by the wider community to unlock the potential of all pupils for a life of integrity, ambition and happiness.

We aim to identify barriers to a student's learning; implement strategies, support and interventions in a quick timeframe; assess the impact of specific measures; review their success and work collaboratively to support the student in the next phase of their lives.

Our schools recognise the invaluable knowledge and perspective offered by students and their families and we strive to work closely with all parties.

The identification of barriers to learning can include a number of formal and qualitative methods, for example, in-class assessments, teacher observations, discussions with the student and family, advice from external professionals and Special Educational Needs Coordinator (SENCO) assessments and observations.

The range of support deployed will be tailored to individual needs and will be set out in an Individual Education Plan (IEP) or Individual Provision Plan (IPP). The aim of additional support is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation but as a part of their education.

Some children, with a higher level of need, will be support through an SEND Support Plan. This is a more detailed plan which looks at four areas of need: communication and interaction; cognition and learning; social, emotional and mental health and sensory and physical. These plans set short term outcomes and outline in-class and out of class support. Information from parents is collected and these plans can be shared with the specialist teaching team at the local authority.

Depending on the aims of the support, outcomes will be evaluated using a range of assessment options. This may be through formal school assessments, tailored intervention measures, behaviour observations or through teacher assessments. These results and the involvement of students and parents are used to plan next steps.

As schools, we strive to enable our students to reach their potential both academically and socially. Children with SEND difficulties are to be given the same access and right to education and their peers. This is to be achieved through support; resources and adapted teaching practice to ensure access for all. These skills are designed to support them through transitions and as they advance through their journeys.

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

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 is Lindsey Macdonald

They will:

- Work with the headteachers 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 headteachers and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteachers

The headteachers 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 teachers

Each class 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 learning difficulties

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. Class and set 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.

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.

5.3 Consulting and involving pupils and parents

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.

We will notify parents when it is decided that a pupil will receive SEN support.

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 set 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
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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.

With parent/carer permission, children who require significant levels of support will begin an SEN Support Plan. This is a document written in conjunction with parents and the school and can be used to share information and advice between external professionals and document strategies and progress. This document can be used as evidence when applying for an EHCP assessment.

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 work with those secondary schools which offer additional transition support for individuals or small groups of students. The needs and current support strategies of SEN students are shared with their next school through SENCO meetings, the transfer of student information and, for some, the use of pupil passports.

When moving class, an information sharing meeting will take place with the new teacher. Opportunities to visit the new class/teacher will be provided. Parents may be contacted to involve them in this process.

Pupils with EHCP level of support are prioritized through our admissions process. SEN/Disabled children that do not qualify for an EHCP are treated equitably alongside all other pupils and follow the same admission criteria – see Admissions policy.

5.6 Our approach to teaching pupils with SEN

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 to meet the diverse range of needs in each class. Daily planning takes into account individual's needs and requirements. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

We will also provide the following interventions:

- **Speech and Language**

External speech and language therapist advice disseminated to and followed/implemented by staff
Speech and language individual or group work delivered by support staff
EAL coordinator to support EAL pupils, when needed

- **English Skills**

Small group and individual interventions to support reading, writing, spelling and grammar
Reading assessments and programmes aimed at different strengths and difficulties
Spelling programmes and strategies to fill gaps in knowledge
A flexible approach to setting the children in core lessons
Opportunities for overlearning
ICT programmes: Clicker 7, Spelling Shed, Dance Mat Touch Typing

- **Maths Skills**

Small group and individual intervention programmes are used to fill gaps and consolidate learning
Opportunities for overlearning
Online support programmes: MyMaths, TTRockstars

- **Independent Learning Skills**

Mentoring by peers and staff
Physical classroom strategies and organisation, e.g. visual timetable, personal timetable, adapted equipment, timers and overlays
Lesson intentions and success criteria clearly displayed

- **Fine and Gross Motor**

Support and advice from occupational therapists
Rainbow Road (motor skills intervention)
Handwriting groups
Physical adapted equipment and work areas

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
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

The accessibility of the curriculum is monitored through regular informal teacher assessments, end of unit quizzes, pupil interviews and book monitoring.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Rainbow Road, Numicon, and phonics.

Teaching assistants will support pupils on a 1:1 basis when there is a significant barrier to learning and the student requires a personalised curriculum.

Teaching assistants will support pupils in small groups during specific lessons and for overlearning interventions.

Source relevant equipment (where applicable) that provides access to learning for pupils with disabilities

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

- Local Authority agencies including, the Sensory Team for students with visual or hearing impairment, Intervention and Inclusion Teams, Children and Family Practices, Children's Social Care and the Ethnic Minority Achievement Service.
- External agencies including, School Nursing and other medical professionals, Speech and Language Therapists, Adoption Plus, Educational Psychologists, Children and Adolescence Mental Health Service (CAMHS) and the Virtual School.
- Specialist Educational Needs and Disabilities Information and Advice Service (SENDIAS)

5.9 Expertise and training of staff

Our SENCO has four years experience in this role and has worked as a class and set teacher for eight years.

They are allocated four days a week to manage SEN provision.

We have a team of teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff training has included, Positive Behaviour Support, ASC in Early Years and Primary, Working Memory, Structure to Support SEND and Zones of Regulation

We use specialist staff for Play Therapy, and Learning mentor interventions

5.10 Securing equipment and facilities

The schools purchase, when needed, specialist equipment to support students with a special educational need or disability. When appropriate, we work with external agencies to secure the correct equipment and facilities for these students. We strive to increase the extent that disabled pupils can participate in the school's curriculum by improving the physical environment of the school and the delivery of information for these students.

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 targets each term
- Reviewing SEN attainment through termly assessments
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil voice and interviews
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

Our Schools offer a range of extra-curricular activities and visits which are available to all our pupils, including Breakfast Club and After-School Clubs. Some clubs and school trips are limited to set numbers.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in special events including, sports days, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments and risk reduction plans are carried out to increase safety, when needed.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. Staff are aware of the importance of emotional wellbeing and work in creative ways with children and families to boost self-confidence and increase social development.

The majority of students respond well to whole class and school strategies but some require more personalised support or intervention, for example:

Pupils with SEN are encouraged to be part of extra school activities, e.g. involvement in clubs and representing the school.

Pupils with SEN are involved in pastoral interventions designed to promote teamwork/building friendships etc.

Support from School Learning Mentor through individual and small group work including, Yoga session and Social skills interventions

Celebration opportunities

Lunchtime Inclusion Club

Buddy system and Play Leaders

- **Reducing Anxiety and Promoting Emotional Wellbeing**

Regular contact and liaison with parents and carers

A member of staff will be available with appointment

Transition support when moving year groups or phases

Consistency of approach by all adults

Trained staff supervising during break periods

Access to structured activities indoors and outdoors as appropriate during break and lunch times

Mental Health First Aider

- **Strategies to support/modify behaviour**

School sanctions and reward systems as set out in the School Behaviour Policy

Mentoring and guidance from the Learning Mentor

Advice from the Inclusion and Intervention Team

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The schools strive to work collaboratively with other agencies including Local Authority and voluntary organisations, health and social care bodies. We seek support for our students and families through referrals to a range of agencies. We keep our knowledge of relevant support opportunities current by attending half termly. SEND Locality meetings and termly SENDIAS advisory group and Mental Health Lead network meetings.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO 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

The schools work closely with parents and support services. These services include, SENDIAS, an independent advice service,

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/mk-special-educational-needs-and-disability-information-advice-and-support-service>

Children's and Family Practices,

<https://www.milton-keynes.gov.uk/children-young-people-families/early-help/children-and-families-practices-one-family-one-plan>

Parents and Carers Association (PACA),

<http://www.pacamk.org/>

The charity, Young Minds, offers a parents helpline,

<https://youngminds.org.uk/find-help/for-parents/parents-helpline/>

5.17 Contact details for raising concerns

In the first instant, parents and carers should speak to their child's class teacher. If necessary, the SENCO will be involved and possibly other key adults. Parents and carers are welcome to contact the SENCO, Lindsey Macdonald, directly through the school office. If concerns persist, the Head Teacher should be contacted via the school office.

5.18 The local authority local offer

Our contribution to the local offer is: <https://www.milton-keynes.gov.uk/database/schools>

Our local authority's local offer is published here: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and the Governing Body every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

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