



# **Special Educational Needs and Disability Policy**

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At Stour Valley Community School, we believe in the uniqueness of every student, and that every young person has gifts to discover and share with others. We are committed to building brighter futures for our students, our local community and the wider world. We want our students to be happy and confident, but also caring and tolerant. Above all we want them to have a thirst for knowledge and a real enthusiasm for life.

We provide a range of support in order to facilitate this and regularly review what we do, ensuring that we provide the most accurate support in line with the needs of the young person. We recognise and value the knowledge and experience that parents can contribute to a shared understanding of how to meet children and young people's needs and we pay careful consideration to the young person's opinion and preference. We identify at the earliest opportunity any pupils who are not making expected progress, through careful monitoring of data and working closely with the Pastoral team.

Assisting students to become brave and ambitious learners is a key aim. Ensuring that they leave school with the necessary skills to be independent, kind and collaborate with others and make their mark on the future is key to the success of our students.

We value academic, social and emotional progress in equal measure and work tirelessly to support our students achieve their personal best. We pride ourselves in knowing each student, their name and their individual needs, and provide personal learning pathways to allow all students to make progress at a pace matching their skills and interests in a full range of subjects.

## **2. SEND Code of Practice**

The SEND Code of Practice 2014 describes SEND as:

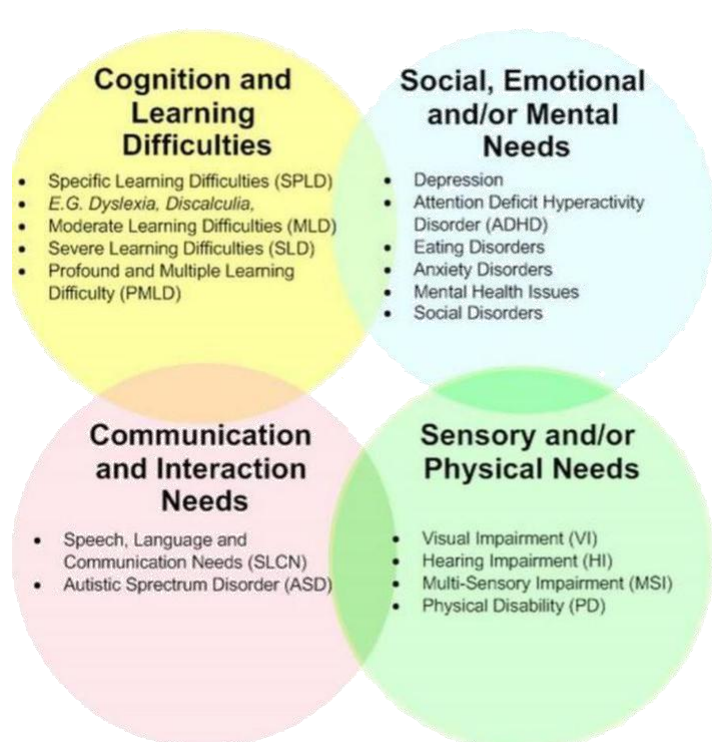
*“xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*xiv. 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 or mainstream post-16 institutions” CoP 2014, p15 and p16.*

There are four main areas of need as outlined by the CoP 2014;

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and Physical**



### **Disability**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...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’.

Stour Valley Community School complies with The Children and Families Act 2014 regarding supporting young people with medical conditions. Provision is planned and delivered in accordance with healthcare plans.

### **English as an Additional Language**

English as an Additional Language Pupils who speak English as an additional language are not automatically considered to have a special educational need. National guidelines on expected progress of pupils new to English are used to support the identification of underlying learning difficulties if concerns are raised by teachers and/or parents/carers.

### **Under-achievement**

Stour Valley Community School recognises that progress may be affected by factors other than SEND. Our pastoral team is responsible for dealing with day-to-day concerns, and we do offer formal opportunities for parents/carers to review their children’s progress and support arrangements. Where pupils present with behavioural concerns, our approach is to try to identify the underlying causes of the behaviour and then put in place support strategies through the SEND and/or pastoral systems.

## **3. SENDCo**

It is the responsibility of the SENDCo to have day to day management of the SEND department and the implementation of the SEND Policy. The SENDCo is

### **Mrs Rachael Chester:**

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school’s SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively  
liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The SENDCo will have regular meetings with the Headteacher.

SEND Responsibility: **Rachael Chester**.

They will also meet with the SEND Governor, and the Chair of Governors **Mr Nick Vosper**, to update on developments and management of the SEND policy and its implementation.

In addition the SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## 4. Graduated Approach

When addressing the difficulties that SEND pupils have, Stour Valley Community School will follow the graduated approach detailed in the SEND Code of Practice (2014) to support children and young people with special educational needs and disabilities.



This cycle will form the basis of all our support and help to inform future interventions as well as map success and areas for development.

There are two categories of identified SEND in school. The first is EHCP and applies to students who have an Education, Health and Care Plan. EHCPs will detail the support for those pupils with significant SEND after a detailed statutory assessment.

The second category of SEND is School Support. This identifies students who have a variety of learning needs but which should be met using the resources available to the school.

All pupils with an Education, Health and Care Plan will automatically be placed on the SEND register.

Students may be placed on the SEND register if they present with more complex needs and within-class support has not impacted positively on progress. This will be done in consultation with parents/carer.

## 5. Curriculum

At Stour Valley Community School we provide a stimulating curriculum to all of our learners with an emphasis on Maths, English and Science, and we ensure a timetable that positively includes participating in both sports and the arts and provides opportunities for students to excel in all areas.

Class and subject teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. Code of Practice 2014: 0-25 *'Every teacher is a teacher of SEND.'*

High Quality Adaptive teaching is the first step in responding to those who have or may have SEND. Teachers scaffold learning and differentiate their lessons to meet the needs of their students. Teachers and Learning Support Assistants work together to plan and review the learning outcomes and personalised strategies to support individuals and small groups. Where differentiation alone is not enough, the Learning Support Team will offer further support. This may be in the form of in-class support, advice and guidance, observation, assessment or in some cases, withdrawal. Our aim is to ensure that all learners have access to the curriculum and that they can succeed in all areas.

We offer a range of subjects at GCSE level and work closely with departments to plan for the success of all students in their chosen subjects. Where a GCSE is not attainable, we may look for alternative qualifications. Our highest priority is that students can engage with learning and be successful at the level that is best for them.

## **6. Training**

As a department, we have an ongoing programme of training to ensure that we are up to date with new developments.

SEND training is an integral part of whole school CPD which is regularly reviewed and updated. This is led by the school SENDCo.

## **7. Types of Support**

We offer a range of support to meet the needs of our learners. The list below is not exhaustive as we are constantly adapting to meet the needs of our learners.

1:1 Tutoring

ELSA

Homework club

Board games club



Small group teaching

Supervised breaks and lunchtimes in U11

Open door cards

Mentoring

Rapid reading

Lego therapy

Social skills support

Enhanced Transition

Maths support

English support

## 8. **SEND Report**

Our SEND report is a live document which is updated regularly. This outlines the Local Offer and offers specific details regarding the SEND department, the support we offer and who we work with. It also outlines our admissions and complaints procedures. Its contents are:

1. Contact information
2. Identification
3. Admission
4. The department
5. Who we work with
6. Reviewing
7. Support
8. Opportunities
9. Governing Body
10. Parents
11. Transition
12. Staffing
13. Communication

Ratified by Governing Body	SVCS LGB
Date	25 June 2024