

SEN POLICY AND INFORMATION REPORT

Pendle Vale College



Approved by: Full Governing Body

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1. Aims

Our SEN policy and information report aims to:

- Set out how our college will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing support for students with SEND
- Pendle Vale College will work to ensure that the necessary provision is in place for any student who has special educational needs and/or disabilities, ensuring that every student is able to access a broad and balanced curriculum, which is differentiated where appropriate.
- The staff and governors of Pendle Vale College are aware of the importance of identifying and providing support for those students who have special educational needs and/or disabilities.

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 students 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 coordinator's (SENCOs) and the SEN information report

3. Definition of SEND

A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special education provision to be made for him or her.

A child has a learning difficulty or disability if he or she

- (a) has significantly greater difficulty in learning than the majority of others the same age; or

- (b) has a disability, which hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision, which is additional to, or different from, that made generally for children of the same age by mainstream schools, post-16 institutions.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr I Crompton (i.crompton@pendlevale.lancs.sch.uk)

They will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the college
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the college's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Body to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the college keeps the records of all students with SEN up to date
- Ensure effective teaching assistant deployment and measure an active and effective impact on
- Student learning and progress. To lead and manage all staff within the SEND team. To provide and actively engage with appraisal duties as allocated.

4.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the college and update the Governing Body on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the college
- Will ensure the governing body reports to parents on the implementation of the college's policy for students with SEND as required (Section 317, Education Act 1996) and have regard to the Equality Act 2010 and Code of Practice when carrying out its duties towards all students with special educational needs / disabilities.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEN policy and provision in the college
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Teaching staff

Each Teacher is responsible for:

- The progress and development of every student 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Parents

Parents are encouraged to:

- Refer to the LA Local Offer (available on the college website) for information on what support you can expect.
- Attend annual reviews for their child.
- Attend parents' evenings and meet with the SENCO.
- Liaise with the SENCO sharing information and agreed targets.
- Keep in regular contact by telephone, email or letter.
- Link with other agencies to support the family and student.
- Inform the college of any medical conditions and support the college in managing such conditions as required.

5. Admission Arrangements

Please refer to the information contained in our college prospectus. The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children at any level of SEN; those with 'Education, Health and Care Plans' and those without.

6. SEN information report

5.1 The kinds of SEN that are provided for

Our college currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties, social interaction and relationships.
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students 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 and emotional development. Slow progress and low attainment will not automatically mean a student 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 student 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 additional targeted intervention is required.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account student voice
- 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

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behavior
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with students identified with SEND 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 student's progress. These will be shared with Student SEND Profiles.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following numerous interventions if required and appropriate including Literacy Interventions, Numeracy Interventions, Lego Therapy, SALT, Art and Soul – Art Therapy, Nurture, Fine / Gross motor skills – Craft, Mosaic, Inclusive Sport – Hydrotherapy, Climbing, Boccia, Mentoring (Peer and Key Worker). We also provide specialist staff withdrawal for targeted intervention in small group setting and exam access arrangements.

5.7 Adaptations to the curriculum and learning environment

This should be read in conjunction with our Accessibility plan available from college.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Support and intervention will be discussed by SENCO and team and then put in place based on student need and these discussions. Students with an EHCP will have support targeted towards the outcomes on the EHCP and discussed at annual review and at any point parents / SENCO feel is required.

We work with numerous agencies to provide support for students with SEND including , SEND support services, specialist VI, HI, PD & SEMH teachers, SALT, Educational Psychology, ELCAS, NHS, SENDIAS and Colleges and training providers

The SENCO maintains good links with Lancashire Local Authority and other schools via Cluster Group Network meetings, Educational Psychology drop in sessions and SENDO liaison.

5.9 Expertise and training of staff

Our SENCO has completed the NASENCO Award (Clause 64, C & F Bill 2014).

The college arranges suitable training for staff in relation to special needs using a selection of speakers and other outside agencies. In addition, the SENCO and teaching assistants who have areas of specialism deliver training to staff.

The SENCO will attempt to develop knowledge and training on all aspects of special needs as appropriate and disseminate this to staff.

The teaching assistants are included in the college early closure training sessions and any training for special needs and CPD courses. Teaching assistants are encouraged to work with teachers to help them develop their skills in differentiating the planning and delivery of their lessons.

5.10 Evaluating the effectiveness of SEN provision

Student progress is monitored through the college assessment and recording procedures on Bromcom (management information system). In addition, those with a statement or EHCP have an annual review. Teaching assistants, teachers and other staff working with a student are provided with up-to-date information on SEND students and are asked to report back to the SENCO any concerns or ideas to improve progress. This academic year, case studies are being compiled with data to analyze the success of the SEND provision, intervention and these are then matched with the attainment and progress of the student.

5.11 Enabling students with SEN to engage in activities available to those in the college who do not have SEN

All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in sports day/school plays/pastoral days etc. No student is ever excluded from taking part in these activities because of their SEN or disability. Please also refer to the college accessibility plan and admissions policy.

5.12 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of lunchtime clubs / nurture / inclusive sport to promote teamwork/building friendships etc.
- SENCO works closely with Progress Development Leader and Emotional Wellbeing Team to support social and emotional development and support.

College has a zero-tolerance approach to bullying.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO / Deputy Head teacher / Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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

Contact details for raising concerns

Mr I Crompton (SENCO) i.crompton@pendlevale.lancs.sch.uk

Mr A Blackburn (Deputy Head teacher) a.blackburn@pendlevale.lancs.sch.uk

7. Storing and Managing Information

Information and documents linked to SEND are stored as hard copies or on the college's electronic system BROMCOM. Records where appropriate are passed on to places where education continues.

- Information is kept in the department and updated as necessary.
- Progress is tracked and further appropriate action is taken.
- SENCO informs other staff of students' needs and suggests strategies through the SEN register and guidance accompanying it, training, staff meetings and departmental meetings.
- The SENCO is responsible for co-ordinating work with outside agencies as necessary and keeps the findings to inform for future use.

Please see the college confidentiality policy for further information.

8. Monitoring arrangements

This policy will be reviewed annually by the SENCO with changes and amendments agreed by the Headteacher. The policy will then be approved by the full governing body annually.

9. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions
- Bullying Policy
- Safeguarding Policy