

SEND Information Report and Policy 2022-23



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To identify students with special educational needs and disabilities and ensure that their needs are met through 'quality first' teaching and targeted intervention where required
- To ensure all children and young people receive an appropriate education; one that is appropriate to their needs, promotes high standards and the fulfilment of potential
- To ensure that all learners make the best possible progress, achieve their best and become confident fulfilled individuals who make a successful transition into adulthood
- To ensure parents are informed of their child's special needs and are fully involved in supporting their learning and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

Fir Vale School is committed to ensuring all students have access to a broad, balanced and appropriate curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. Our guiding principle is one of inclusion. We seek to identify, break down and remove barriers to learning.

At Fir Vale School we recognise that it is the teacher's responsibility to meet the needs of all the children in their class through teaching style, differentiation, organisation, resourcing and use of support. Then, if a pupil does not make expected progress this pupil may be identified as having Special Educational Needs/Disabilities (SEND).

The school's Special Educational Needs Coordinator is Elizabeth Montgomery.

The school's Leader of Special Educational Needs is Dawn Broom.

2. Legislation and guidance

Fir Vale School

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 coordinators (SENDCOs) and the SEN information report.

3. Definitions

A pupil has SEND 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 the 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 SENDCO

The SENDCO is Elizabeth Montgomery. The Leader of Special Education Needs is Dawn Broom. The SEND Admin Officer is Michelle Saunders.

They will:

- Work with the Headteacher and SEN Governor (Usma Saeed) 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 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 SEND Governor

The SEND Governor is Usma Saeed and will:

- Help to raise awareness of SEND 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 Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Headteacher is Rachel Smith and will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision within 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND 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 and speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and emotional regulation
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy
- Moderate/severe/profound and multiple learning difficulties that means a pupil struggles with most aspects of learning

5.2 Identifying pupils with SEND and assessing their needs

Fir Vale will assess each pupil's current skills and levels of attainment on entry using reading tests, which will build on information from their previous settings, where appropriate. Class 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 SEND.

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

Fir Vale 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 consider 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 SEND review record on Provision Mapping software and given to their parents.

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

5.4 Assessing and reviewing pupils' progress towards outcomes

Fir Vale will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO 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 or 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

Fir Vale will share information with the school, college, or other setting the pupil is moving to. Transition meetings will take place in the term before a pupil is moving between the Key Stages and transition visits will be arranged for some pupils who require extra transition support. If required, additional agencies eg. The Hearing Impaired Service and Fir Vale Careers support will be available.

5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

We will also provide the following interventions and external support where this is required.

External Support:

- Educational Psychology Service
- MAST (Multi Agency Support Team)
- The Local Authority Special Educational Needs Assessment Service
- Family of School City Wide SENCOs
- Speech and Language Therapy Service
- Physiotherapy
- Occupational therapy
- Autism Service
- Sheffield SEN and Disability Information Advice and Support (SSENDIAS)
- Hearing Impairment service (HI)
- Visually Impairment Service (VI)

Interventions:

- Rapid Reading
- Phonics
- Lego® Groups
- Social Communication – ‘Talk About’ programme
- ELSA (Emotional Literacy Support Assistant) group
- Confidence Groups
- Anger Gremlins –Social, Emotional and Mental Health support
- Unravel (Psychology Services)
- Wellington Square (literacy)
- Exam Access Arrangements

5.7 Adaptations to the curriculum and learning environment

Fir Vale 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 guidance choices, grouping, teaching to different styles and adapting content of the lesson for individual pupils or groups, SEND Support Plans with classroom strategies
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and dyslexia specific reading books

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud

5.8 Additional support for learning

We have ten teaching assistants who are trained to deliver interventions such as the interventions mentioned above.

Teaching assistants will support pupils when it is part of their SEND Support Plan.

Teaching assistants will support pupils in small groups for intervention or within the classroom when a pupil requires that level of support.

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

- Educational Psychology Service
- Hearing Impairment Service
- Visual Impairment Service
- MAST (Multi Agency Support Team)
- The Local Authority Special Educational Needs Assessment Service
- Family of School City Wide SENCOs
- Speech and Language Therapy Service
- Physiotherapy
- Occupational therapy
- Autism Service
- Sheffield SEN and Disability Information Advice and Support (SSENDIAS)

5.9 Expertise and training of staff

Our SENDCO is an Assistant Headteacher and has many years of experience in leadership. She has worked as a classroom teacher, Head of Year, Director of Key Stage 4, Head of Department, Designated Safeguarding Lead and a secondary school SENDCO.

Our Leader of SEND has many years of experience in SEND at Fir Vale and in several other settings. She is a qualified SENDCO, dyslexia specialist, is a test user with membership to the British Psychological Society and carries out all Exam Access Arrangements in Fir Vale.

Our SEND Admin Officer has been at Fir Vale for many years, working in administration across the school, before moving into the role of SEND Administration. She is very experienced in SEND paperwork, organising reviews, making arrangements for external professionals to attend the school and being a first point of contact for parents.

We have a team of teaching assistants, including senior teaching assistants who are trained to deliver SEND provision.

5.10 Securing equipment and facilities

Fir Vale has a SEND Base, 'The Learning Zone', which consists of a main classroom. There is also the Leader of SEND and SENDCO's office, one intervention room, an administration office and a sensory room for 1-2-1 intervention and counselling. Elsewhere in the school there is a nurture space, The LINK that supports pupils who have emotional difficulties including Social, Emotional and Mental Health needs.

Equipment and resources for SEND are provided by a range of outlets and services. Specialist equipment such as Radio Aids for hearing impaired pupils is provided by the Hearing Impairment and Deaf Service. Disability equipment from Physiotherapy and Occupational Therapy Services and the Visual Impairment Service provide specialist equipment for any pupil that requires this. Dyslexia overlays and coloured paper are ordered in.

5.11 Evaluating the effectiveness of SEND provision

Fir Vale evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every term
- Collecting pupil voice
- Monitoring by the SENDCO and Leader of SEND
- Using provision maps
- Monitoring Class Charts
- Holding annual reviews for pupils with EHC plans
- SEND reviews
- Data and exam analysis

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

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

All pupils are encouraged to take part in sports day/school plays/special workshops and special occasion events such as the Winter Showcase.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with a physical disability can access all parts of the school to take part in activities. There are level access entrances, lifts to upper floors, disabled toilets on each floor and ramps around the outside areas where these are needed. The only exception is the access to the Fitness Suite and the upper floor of the Sports Centre.

5.13 Support for improving emotional and social development

Fir Vale provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in student leadership
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships. We have an active Cadets Service, which many pupils with SEND take part in
- Fir Vale has a zero tolerance approach to bullying

5.14 Working with other agencies

Fir Vale works closely with other agencies. Several agencies such as the Hearing Impaired, Deaf Service and Speech and Language Therapy Service work in school frequently. Other external professional services and sectors visit when the need for their service is required. Fir Vale works in partnership with the Educational Psychologist and the Local Authority SEND Department to meet SEND pupils' needs. Many external professionals involved in the support of a pupil attend meetings with school and parents. Fir Vale also attends multi-agency meetings for individual pupils.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO, Elizabeth Montgomery, the Leader of SEND, Dawn Broom or the Head Teacher Mrs Rachel Smith, 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:

- Suspensions

- 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 SEND

Parents can check the Local Offer for up to date service.

[Sheffield Local Offer](#)

5.17 Contact details for raising concerns

Head Teacher Mrs Rachel Smith

SENDCO Elizabeth Montgomery

0114 243 9391

enquiries@firvale.com

<http://firvale.com/>

6. Monitoring arrangements

This policy and information report will be reviewed by Elizabeth Montgomery 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:

- Anti-Bullying
- Behaviour
- Emergency Evacuation Procedure
- Supporting pupils with medical conditions