



Davenant Foundation School

SEND Policy

Last Reviewed: October 2024

Next Review: October 2025

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

Policy Name	SEND Policy	Committee Responsible	Curriculum and Standards
Status	Mandatory	Committee Person i/c	Sian McVittie
Produced by	Jessica Escott	First Agreed	January 2016
Date Produced	January 2016	Last Review Date	October 2024
References	SEND Policy – GT and Most Able Policy	Next Review Date	October 2025

Introduction

This policy document is a statement of the vision, aims, objectives and strategies to ensure the best possible outcomes and the effective and efficient provision for students with special educational needs and/or disability (SEND).

This policy complies with the statutory requirements laid out in the SEND Code of Practice January 2015 (Updated April 2020) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice January (2015) (Updated September 2024)
- Part 3 of the Children's and Family Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Schools SEND Information Report Regulations (2014) (Updated 2024)
- Statutory Guidance on Supporting Students at School with medical conditions (December 2015) (updated August 2017)
- Safeguarding Policy
- Teachers' Standards (Updated May 2022)

The SEND Code of Practice 2014 states that a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significant 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

The SEND Code of Practice 2015 describes four broad categories of needs, which are:

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

Vision and Values

At Davenant, we seek to grow in and reflect the love of God in all aspects of our community, where all individuals, being nurtured in mind, body and spirit, will be prepared for their role in a changing world.

The school aims to provide an inclusive and nurturing approach with high quality adapted teaching which enables all students, including those with SEND, to achieve and make progress alongside their peers and to have the best possible experience of school life. All students, whatever their special educational needs, receive an appropriate educational provision through a broad and balanced curriculum that is relevant and demonstrates coherence and progression in learning as well as preparing them for their futures.

The school will make reasonable adjustments to enable students with SEND to have equal opportunity to the full range of curriculum opportunities, including extra-curricular activities and school trips.

All staff have high expectations of all students, including those with SEND.

The school believes that the needs of all students who may have special educational needs, either throughout, or at any time during their school careers, must be addressed. All staff seek to remove barriers to learning and participation in all aspects of the school and are involved in responding to the needs of students with SEND.

The school strives to ensure there is no discrimination towards students with SEND and to ensure they are equally valued and treated with respect.

Aims

1. To raise the aspirations of and expectations for all students with SEND
2. To ensure that students with SEND have access to a broad and balanced curriculum, are given appropriate support, which will allow them to achieve the best possible outcomes
3. To promote a holistic and whole school approach within Student Services to the management and provision for special educational needs and disability
4. To ensure that these students are fully included in all activities and opportunities available within the school
5. To ensure that every teacher is a teacher of those with SEND
6. To involve students, parents/carers, staff and others in developing a partnership of support
7. To prepare students for life after school and adulthood

Objectives

1. To work within the guidance provided by the SEND Code of Practice 2015 and Local Authority guidelines
2. To identify at the earliest possible opportunity barriers to learning and participation for students with SEND
3. To provide support, advice and training for all staff on SEND
4. To monitor the attainment, progress and outcomes of students with SEND
5. To use a graduated response (Assess, Plan, Do Review) approach
6. To take into account the views of the young person and the parent/carer and use a person-centered approach
7. To promote effective collaboration and working with external professionals
8. To work with the governing body to enable them to fulfil their statutory duties

Identification and Assessment

There is a comprehensive transition process for those students joining the school in Year 7. The LA notifies the school about students who are transferring with Education Health and Care Plans (EHCP) in their final year of primary, Year 6. The SENCO and/or the Assistant SENCO will attend their Annual Review and relevant information is disseminated to staff and added to the inclusion register on Talaxy. Additional information about Year 6 who are identified at SEN Support is gathered through transition information and dialogue with primary school staff and parent/carers.

In Year 7 or when a student joins the school, identification of SEND is also investigated through the use of entry assessments such as CATs scores, KS2 levels, teacher assessment, observation, reading and spelling age assessments. This is used in addition to the information provided by primary schools, parents/carers and the student themselves to identify whether a young person may have SEND. The school recognises the need to take a holistic approach when identifying needs.

In Year 12 school files are requested for all new students. We ensure a smooth transition into our school for those students with SEND through the sharing of information, offering advice, strategies and support. Supporting evidence from a student's previous school or a professional's report is requested for further information and before making any application for access arrangements. This is supported by internal assessments such as Lucid Exact. Lucid assessments are undertaken, starting at the end of the autumn term for any students who have been raised as an academic concern through staff feedback. Where the Lucid scores raise concern, these students will be put forward for assessment by the External Exams Assessor.

Members of staff consult with the Learning Support department if they have concerns about a student, where high quality teaching and reasonable adjustments are not removing barriers to learning and adequate progress is not being made. Evidence for that concern must be produced, prior to any testing and/or intervention being undertaken. In some cases, a referral will be made to a specialist professional for further assessment and advice or recommendations made to parents to seek further specialist advice.

A parent/carer may express a concern and information is gathered and a meeting arranged to plan next steps, if required.

At the end of Year 9 and for any student joining the school in Year 12 with SEND, or those highlighted by staff using the Teacher Feedback form, are screened for exam access arrangements. Parents are informed by email when access arrangements are approved by the Joint Council for Qualifications (JCQ). This is carried out by an external assessor.

The school has a robust system of tracking and monitoring for all students, including those with SEND, whereby attainment and progress data are analysed each term, at the end of year and Key Stage. Academic monitoring by Heads of Year and parent evenings take place for all students. Subject teachers also use assessment for learning to track learning and progress within lessons and from lesson to lesson. (See Assessment Policy)

The majority of students at Davenant learn and make progress through high quality inclusive teaching and learning. (See Teaching and Learning Policy) The identification of students with SEND during their time at Davenant usually starts with a concern, underpinned by evidence, about a student who, despite receiving high quality teaching and adapted learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified weakness
- Shows signs of difficulty acquiring literacy or numeracy skills that result in poor attainment in some curriculum areas
- Have significant physical, sensory, communication, social, emotional, mental health, cognition needs which require interventions/provision 'additional to' or 'different from' that normally provided for all students

When a student is identified as having special educational needs and/or a disability, their name is added to the Inclusion Register and parent/carers are informed.

The Head of Student Services and SENCO meet fortnightly to review students who are of concern according to data and feedback.

In addition, the Learning Support Department holds regular person-centered review meetings, which include feedback from subject teachers. A one-page plan (Student Services Plan – SSP) which includes a student profile with key data, an individual provision map and desired outcomes is generated and available to staff.

A very small minority of students who have significant, complex and lifelong difficulties the school can make a referral to the LA for an assessment of their education, health and care needs. If agreed the LA will issue an Education, Health and Care Plan which sets out how these services will work together to meet the young person's needs towards identified outcomes

Students' names will be removed from the Inclusion Register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress.

Provision

The first step in responding to a student's identified SEND is through high quality teaching, which is adapted to meet the needs of the students within the class. To enable students with SEND to learn alongside their peers there is a range of in class support from subject specific teaching assistants. Teaching assistants are linked to departments and provide additional support for those students with the greatest needs within the classroom.

The school also provides a range of individual and small group interventions to support the varying needs of students. Interventions include: Lexia programme for literacy, small group maths with access to MyMaths, social skills (one to one or small group), Lego club, chess club, speech and language programmes, paired reading, mentoring and multisport club with access to Boccia and other organised events. Accelerated Reader is available to all students in Year 7 and those with reading difficulties in Years 8 and 9.

There is also access to social, emotional and mental health support through Spark to Life mentoring, counselling, through the MIND programme and a Senior TAs for mentoring and ASD. This is accessed through the student services referral process.

Students are able to use room 106 for support with homework or classwork. This room also provides a supervised quiet area for those students who have been issued with a 'time out' card. The department has a bank of chromebooks, which are lent out to students who have difficulty with extended writing. Room 107 is also available as a sensory/quiet room for small group SEMH interventions e.g. Zones of Regulation.

Students with SEND will have an individual provision map which will identify the provision they have in each year of their schooling. Student provision, targets and outcomes are evaluated regularly and resources are deployed accordingly to ensure the best possible outcomes for all students with SEND.

Roles and Responsibilities

The school is committed to all students and this is demonstrated in the level of accountability and senior staff involvement. Teaching students with SEND is a whole school responsibility and the majority of students at Davenant Foundation School learn and progress through high quality and adapted teaching. Subject teachers are responsible for the progress of all the students in their classes.

The Head of Student Services is Mrs J. Escott, the SENCO is Mrs G. Wyatt and the Student Services Centre Manager is Mrs Siobhan Allen. The department's email address is learningsupport@davenant.org

The SEND link governor is David Prosser.

The designated Child Protection and Safeguarding Lead is Miss A Cooper.

Where possible TAs are linked to departments. The Senior Teaching Assistants each have an area of specialism and between them organise and run interventions for Literacy, Maths, Science, Social, emotional and mental health needs and Autism.

Supporting students at school with medical conditions

Davenant Foundation School wishes to ensure that students with medical conditions receive appropriate care and support at school. The school manages any medical conditions of students in line with the guidance released by the Department for Education in December 2015. The school maintains a record of medical needs and where necessary a care plan is written. The school employs a qualified First Aider as the Medical Welfare Officer. (See the Supporting Pupils with Medical Conditions Policy.

Supporting Families

The school aims to work in partnership with parents/carers. We do so by:

- Making parents and carers feel welcome
- Focusing on the young person's strengths as well as areas of need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents aware of the Local Offer published by the Local Authority and the SEND Information Report produced by the school.
- Encouraging parents and carers to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing

Supporting Students

We recognise that all students have the right to be involved in making decisions and exercising choice. We endeavour to fully involve students with SEND through person-centered reviews.

Supporting Staff

Staff are provided with information on the needs of students and receive regular updates following reviews, meetings and professional reports. Staff receive inset on SEND and are able to obtain advice and guidance on meeting the needs of students with SEND from Student Services.

Accessibility

The SEN and Disability Act 2001 and the Equality Act 2010 places a duty on all schools and Local Authority's to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. For further information please refer to Davenant Foundation School's Accessibility Plan - Disability Equality.

Admission Arrangements

At the age of 11, students with special educational needs and/or disability are subject to the normal admission arrangements. According to the Education Act 1996, if a parent wishes to have a child with an Education, Health and Care Plan educated within the mainstream, the Local Authority must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Complaints

All complaints go through the normal school procedures. In the first instance these are directed to the Head of Student Services then to the senior line manager, The Deputy Head. Formal complaints must be made in writing to the Headteacher, who will respond in writing having undertaken appropriate investigations.

Monitoring and Evaluation

The success of the SEND Policy is evaluated through:

- Analysis of student data
- The impact of interventions on student outcomes
- Lesson observations
- Learning walks
- Parent/carers, staff and student formal and informal feedback
- Meetings with the SEN Governor
- School self-evaluation

