



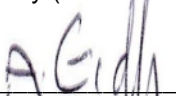
SEN Policy

Policy Version Control

Version history see Annex A errata for details

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1	G Mellefont	01.09.2016	Sept 2017
2	J Knott	02.10.2017	Sept 2018

Approval: A Godfrey (Chair of Board)


 _____ (signed) **Date authorised:** 12.10.2017

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Our Vision Statement

At North View Academy Trust we aim to secure the best for all pupils as individuals. This approach means that every effort is made to promote a positive school environment in which a belief is instilled in all children that they can achieve. Our purpose is to create a positive school ethos where children are happy and enjoy school life and each individual feels valued during their journey to become independent learners.

Our Values

- ❖ To provide a safe and secure environment in which children with Social Emotional and Mental Health difficulties (SEMH)/Autism Spectrum Disorder (ASD) can access a broad and balanced curriculum and enjoy a positive learning experience.
- ❖ To support children to develop appropriate behavioural, social and emotional skills on which a sound basis is established for the development of self-confidence and self-esteem.
- ❖ To encourage an enthusiasm for life-long learning.
- ❖ To value and respect each member of the school community.
- ❖ To celebrate success and achievement throughout the school.

1. Aims

Our Special Educational Needs (SEN) policy and information report aims to:

- Set out how our school will support and make provision for pupils with SEN
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At North View Academy (NVA) Trust we aim to:

- Ensure all children access a broad and balanced curriculum adapted to meet their specific needs.
- Promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.
- Create enthusiasm in learning amongst children and belief that they can become independent learners.
- Develop sensitivity to individual needs and a climate of nurture and support in which self-confidence and self-esteem can grow
- Identify children with learning problems and construct suitable programmes of work.
- Be proactive in developing links with outside agencies who may offer additional or alternative expertise, knowledge and advice.
- Provide a programme of support and referral that will enable children to receive the additional help they need quickly and effectively.
- Use appropriate resources and interventions to develop the potential of all children with SEN.
- Use the SEN budget to enhance resources including diagnostic and assessment materials.
- Consider inclusion in mainstream schooling on an individual basis.
- Develop knowledge and understanding of SEN issues through individual, group and whole school Continuous Professional Development (CPD).
- Inform parents/carers of the needs and the progress of their child and to work in partnership with them and communicating daily with them.

At NVA we offer additional support in:

- Progress in cognition and learning
- Development of social and emotional regulation
- Support with mental health difficulties and resilience building
- Development of communication and prosocial interaction

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

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which requires 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 Miss J Knott BA(Hons), PGCE.

Responsibilities include:

- Working with the Head Teacher and Senior Leadership Team in the co-ordination of SEN throughout the school.
- The operation of this SEN policy and the co-ordination of specific provision made to support individual pupils.
- Providing guidance to teaching and support staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advising on the graduated approach to providing SEN support.
- Monitoring and arranging annual Education Health Care Plan Reviews and working closely alongside the LA SEN Case worker.
- Gathering Pupil views and Parental/Carer views to inform EHCPs.
- Inviting external agencies to attend EHCPs and provide reports to inform EHCPs.
- Liaising with external agencies and working collaboratively to provide a link between these agencies, class teachers and parents/carers.
- Liaising with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.
- Working with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils with SEN up to date.
- Assisting in the monitoring and evaluation of children and the progress of pupils.
- Maintaining specific resources for children with SEN.
- Contributing to and arranging CPD training.
- Attending Primary SENCO Meetings and Primary Special SENCO Meetings.
- Liaising with staff in schools where pupils come from to ensure a smooth transition from mainstream education/pupil referral units (Link Schools) to the SEN provision.

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 headteacher and SENCO to determine the strategic development of the SEN policy and SEN Action Plan in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and the SEN Action plan on 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:

- Delivering a curriculum differentiated to meet the specific needs of the children in their class.
- Assessing and monitoring the progress and development of every pupil in their class.
- Working closely with Learning Support 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/referrals to outside agencies.
- Ensuring they follow this SEN policy.

5. Monitoring arrangements

This policy and information report will be reviewed by Miss J Knott annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

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

The Code of Practice 2014 emphasises the right of all children and young people to experience an education appropriate to their needs, affording them with the opportunities required to achieve their goals and aspirations. This is a principle fundamental to the teaching and learning in North View Academy Trust. The Staff at North View Academy Trust have many years of experience in working with children who have social, emotional and mental health difficulties. Their enthusiasm to provide the best possible education for these children remains one of the greatest strengths of the school.