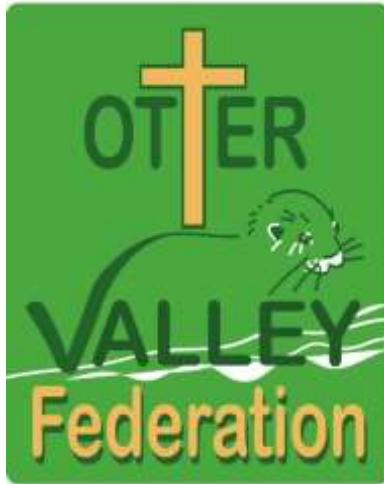


Believing and Achieving Together to be the Best We Can Be



We aim to reflect God's love, " I have come that they may have life, and have it to the full."

John 10:10

This policy has been developed and will be implemented in accordance with the Christian vision and values of both schools.

Special Educational Needs and Disabilities (SEND) Policy

Policy dated June 2024

This Policy was adopted by:

The Governing Body of The Otter Valley Federation

at the FGB meeting on **** *

Next triannual review: June 2027

Next review: Spring 2027

Otter Valley Federation

Special Educational Needs and Disabilities (SEND) Policy

Section 1: Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015
- The Equality Act 2010
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Keeping Children Safe in Education'
- DfE (2022) 'School admissions code'
- DfE (2023) 'Ensuring a good education for students unable to attend school due

Governor responsible for SEND: Eddie Smith

Executive Headteacher: Amanda Fulford

Federation SENDCo: Rachel Hanna

SENDCo Qualifications: NASENDCo (2020)
SENDCo is a member of SLT

Contact details: please contact the SENDCo via the appropriate school office emails
admin@feniton.devon.sch.uk; admin@tipton-stjohn.devon.sch.uk

SECTION 2: AIM

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the federation. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential by removing barriers to learning and promoting their well-being building on our mission of ‘Believing & Achieving Together to be the Best We Can Be’. Rooted in our Christian values we use our HEART (Hope, Empathy, Achievement, Reflection and Thankfulness) values to prompt the personal growth of every child.

Objectives of Otter Valley Federation SEND Policy are:

- To identify and provide for pupils who have special educational needs and disabilities (SEND) as early as possible and ensure that their needs are met.
- To work within the guidance, provide in the SEND Code of Practice (DfE, 2015)
- To operate a “whole pupil, whole school,” approach to the management and provision of support for SEND
- To make appropriate provision to overcome all barriers to learning and to ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Heads of Schools. The provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and identified needs are catered for.
- To promote effective partnership and communication with parents/carers, pupils, local authorities and other external agencies.
- The SENDCo to provide support and advice including training for all staff working with pupils with SEND.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of SEND:

When identifying SEND we consider the needs of the whole child.

According to the Code of Practice (CoP) [DfE, 2015], “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.” The notes in square brackets below express our interpretation of the definitions within the CoP, in order to provide a fuller understanding of what SEND Support means in practice within OVF.

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a. has a significantly greater [severe, persistent, chronic, resistant to research-based interventions] difficulty [i.e. needs, delays, gaps, impact on outcomes, failure to thrive] in

learning [and development academically, cognitively, emotionally, socially, physically] than the majority of others of the same age, or

b. 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.

For children aged two or more, special educational provision is educational or training provision [e.g. intervention, adaptation, personalised planning, internal/external support, transition arrangements] that is additional to or different from that made generally for other children or young people by mainstream schools”.

While we recognise that there are children without SEND who receive additional support within the schools’ own graduated approach, and children with diagnosed SEND who may not require support that is ‘additional to or different from’ what is generally available, the clear implication of the definition above is in order to be classed as SEND Support a child must have SEND and be receiving support which is above Ordinary Available Inclusive Provision.

To support identification of SEND, regular and accurate assessments of progress for all pupils help to identify those whose progress, in spite of high-quality Ordinary Available Inclusive Provision:

- 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. However, slow progress and low attainment will not automatically mean a child is recorded as having SEND, as other factors such as health, school moves and family circumstances can also affect progress. A range of diagnostic and screening tools are available for SENDCOs to use in identifying strengths and needs and may be helpful in considering whether a child has SEND or not. A diagnosis alone does not mean a child will automatically be added to the SEND register.

When SENDCOs are deciding whether special educational provision is required, the views and the wishes of the child and their parents will be taken into consideration, and external advice may be sought.

SEND Areas of Need

Under the SEND Code of Practice 2014, pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

SECTION 4: A GRADUATED RESPONSE TO SUPPORTING SEND

Graduated Response

The graduated response is ‘a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person’s needs and of what supports the child or young person in making good progress and securing good outcomes.’ Code of Practice 6.44

The ‘Assess, Plan, Do, and Review’ (APDR) process is a continuous cycle at the heart of the work of the school, that takes account of the wide range of abilities, aptitudes and interests of all children and young people.

Children and young people whose attainment or achievement in specific areas fall significantly below the expected range may have a special educational need or disability.

The SENDCo, class teacher and parents/carers will work together to decide on the action needed to provide the best possible support for the child or young person.

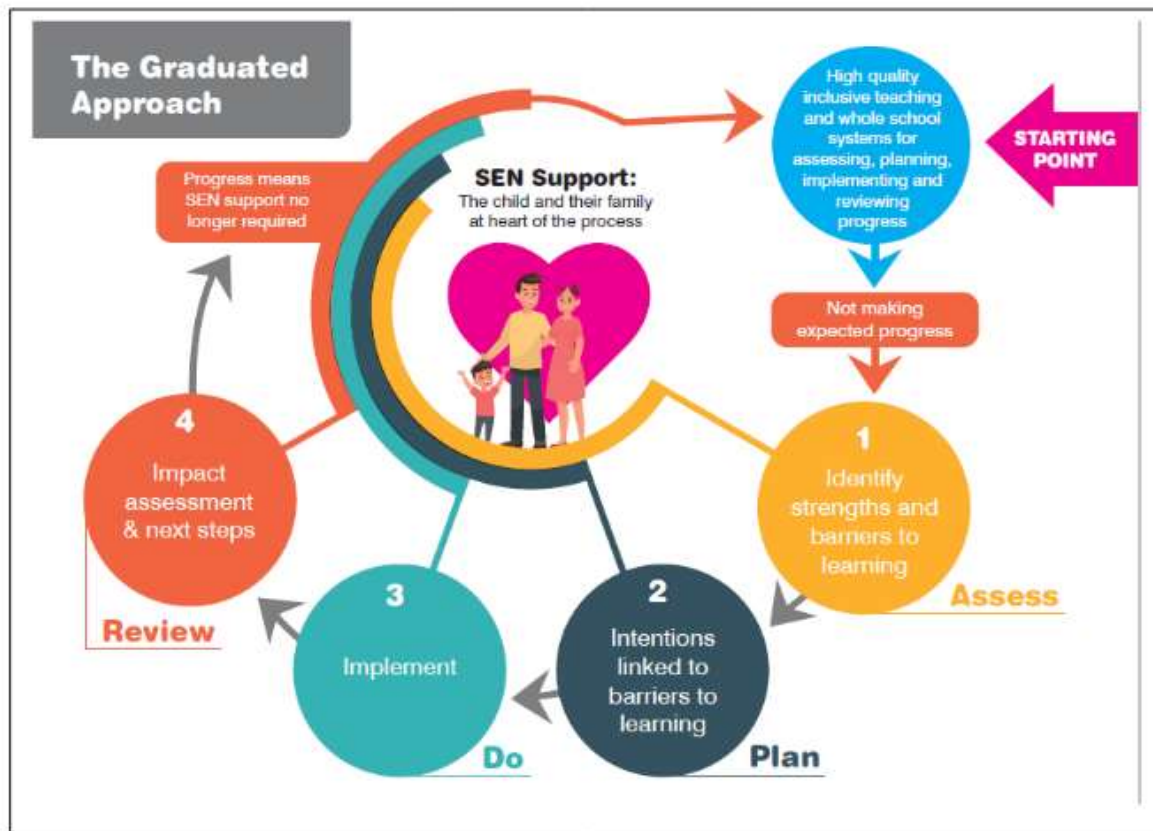
This may include:

- Additional support through adapting the curriculum.
- Provision of specialist equipment.

- Access to outside agencies for advice on strategies or provision.
- In class, small group or individual support by the class teacher or Teaching Assistant.
- Periods of withdrawal to work on specific programmes with teacher or TA.
- Additional adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

SEND Support:

Where it is determined that a child or young person does have SEND, parents will be informed of this before including the individual on the School SEND Register. The aim of formally identifying a child or young person with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process shown below.



This is an ongoing cycle and part of the graduated response to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Most children who are on SEND Support will have a Learning Plan that is reviewed termly by the class teacher. This highlights the outcomes your child is working on and the support they will be receiving to help them achieve this. We use Provision Mapping a cloud based platform that helps

us to store SEND information and track our SEND children through Learning Plans that use assess, plan, do, review process.

Applying for an Education, Health and Care Plan (EHCP):

Some children have needs that are lifelong or significant difficulties and it is likely that they will need access to specialist provision, or additional funding they may undergo a Statutory Assessment Process which can be requested by a parent/carer or the school. This will occur where the complexity of need or a lack of clarity around the needs of the child or young person are such that a multi-agency approach to assessing that need, to planning, provision and identifying resources, is required. Further information about EHCPs can be found on the SEND Local Offer by clicking the link <https://www.devon.gov.uk/education-and-families/send-local-offer/>; or by contacting DIAS <https://devonias.org.uk/>

Criteria for exiting the SEND Register

The SEND register is reviewed termly. When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality Ordinary Available Inclusive Provision they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement between the SENDCo, class teacher and parents/carers the pupil be removed from the schools SEND register.

SECTION 5: SUPPORTING PUPILS AND FAMILIES

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At the Otter Valley Federation we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support are able to request a meeting with the SENDCo and the SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Support, for SEND (DIAS) <https://devonias.org.uk/>
DIAS is able to provide impartial and independent advice, support and information on SEND.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

SECTION 6: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

For those pupils with an EHCP this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please see the schools Medical Policy for further details.

The federation understands that at times children are required to be in hospital for extended stay. The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies* and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. medical agencies, Hospital School, Inclusion team

SECTION 7: ASSESSMENT AND EVALUATION OF SEND

Assessing pupils with SEND requires a high level of precision and skill, and a clarity of purpose. While we have high aspirations for all our children, no child with SEND should be asked to undertake a form of assessment (e.g. tests) they couldn't possibly attempt, even with support.

Routine assessment should focus on what children with SEND can do, as well as identifying gaps as the basis for short-term targets within the ongoing plan-do-assess-review cycle. As with all pupils, long-term achievement targets (e.g. key stage or year) for children with SEND should be aspirational, and take a range of factors into account, including:

- The range and severity of their needs
- Their attainment at the end of the previous key stage

- Their progress since the beginning of the current key stage
- The progress made by children in other schools with the same starting point and similar needs.

SECTION 8: TRAINING AND RESOURCES

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of adapted work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in regular training sessions where OAIP is addressed.
- The SENDCo and other SMT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the professional growth management and individuals will look at how to develop their skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.
- The SENDCo and SMT engage regularly in SEND update meetings and appropriate CPD.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resources through an EHCP.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it

would be used. This additional ‘top-up’ funding is then paid from the local authority high needs block into the school’s budget.

SECTION 9: ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Board, SMT and SENDCo, all members of staff have important responsibilities.

Governing Board:

The Governing Board endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s special educational needs.
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- designate a teacher to be responsible for co-ordinating SEND provision – the SENDCo.
- inform parents/carers when they are making special educational provision for a child.
- prepare a SEND information report and their arrangements for the admission of disabled children; the steps being taken to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Heads of School:

The Head of School has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEND. The Heads of School will keep the Governing Board fully informed on Special Educational Needs issues. The Heads of School will work closely with the SENDCo, Executive Headteacher and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Executive Head, SMT and Governing Board, the SENDCo determines the strategic development of the SEND policy and provision, with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Executive Head, the Heads of School and the Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

SECTION 10: STORING AND MANAGING INFORMATION

Pupil SEND records will be kept in accordance with DfE Data Protection in Schools (2024)
<https://www.gov.uk/guidance/data-protection-in-schools>

Otter Valley Federation collects, uses and stores information about you and may receive information about you from your previous school. The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; and any relevant medical information. We are required (through GDPR) to take care of all information and we take this responsibility seriously. We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DfE). If you require more information about how the Local Authority store this data, you can visit the following website: <https://www.devon.gov.uk/keepingdevonsdata/>

SECTION 11: ACCESSIBILITY

The Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current

Accessibility Plan and Disability Policy ask the school office for a copy of our School's Accessibility Plan or visit our school's website for a copy.

SECTION 12: DEALING WITH COMPLAINTS

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

SECTION 13: SAFEGUARDING

At Otter Valley Federation we take all bullying seriously including bullying towards all children including those who are vulnerable with SEND. We manage bullying incidence in accordance with our Behaviour Policy.

SECTION 14: SCHOOL ADMISSIONS

Otter Valley Federation, in line with current government legislation believe that the admission criteria should not discriminate against children and young people with SEND and has due regard to the practice advocated in the SEND Code of Practice (2015), The Equalities Act (2010) and The School Admissions Code (2022) such that all children and young people with SEND will be treated fairly.

In line with OVF Admissions Policy and government legislation:

- we will consider applications from parents of children who have SEND but do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedures.
- we will not refuse to admit a child who has SEND but does not have an EHCP because we do not feel able to cater for those needs.
- we will not discriminate against children and young people with disabilities.

SECTION 15: APPENDICES

Other Key Policies relevant to the SEND policy:

Available on individual school's website

Feniton: <https://feniton.devon.sch.uk/>

Tipton: <https://tipton-stjohn.devon.sch.uk/>

- SEND Information Report
- School Admission Policy
- Accessibility Policy

Available on the Otter Valley Federation website

<https://ottervalleyfederation.org/>

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Children with Medical Needs Policy
- School Admissions Policy
- Intimate Care Policy
- Data Protection Policy
- Complaints procedures
- Health and Safety Policy
- Curriculum / Assessment Policy