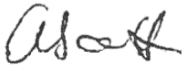


VOYAGE LEARNING CAMPUS



SPECIAL EDUCATIONAL NEEDS AND DISABILTY POLICY

This policy has been adopted by the Management Committee on:	
Date adopted:	9 th May 2018
Signed:	
Next review due:	May 2019

Voyage Learning Campus (VLC) Special Educational Needs and Disability (SEND) policy

To be read in conjunction with the following documents:

- **Accessibility Plan**
- **Equality Statement**
- **Equal Opportunities Policy**
- **Complaints Policy**
- **Safeguarding Policy**
- **Supporting Students at School with Medical Conditions Policy**
- **Anti-Bullying and Harassment Policy**
- **E-Safety Policy**

1. Context

1.1 This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at Schools with Medical Conditions (April 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers' Standards 2012.

1.2 The policy has been created by the VLC's SENCO in liaison with the appropriate staff, Management Committee members and parents/carers.

2. The SENCO Team

2.1 The SENCO is Mrs Ruth Exley, VLC Nailsea (Tuition)
Telephone number 01275 866999.
Email ruth.exley@voyagelearningcampus.org.uk

2.2 There are two Assistant SENCOs

- Primary and KS3 Nailsea is Ms Ashlee Copeland, VLC KS3 Nailsea (telephone number 01275 855240).
Email ashlee.copeland@voyagelearningcampus.org.uk
- KS4 Weston is Ms Lara Morawiec, VLC Weston (telephone number 01934 425522). Email lara.morawiec@voyagelearningcampus.org.uk.
Ms Marawiec holds the National SENCO Award.

2.3 The SENCO is not a member of the Senior Leadership Team (SLT) but our SEN advocate on SLT is Alyson Mitchard, Assistant Vice Principal (VLC Primary). She holds the National SENCO Award.

24 The Campus consists of the following sites.

- Nailsea – two separate settings: Pupil Referral Unit (Key Stage 3) and Tuition providing education for students with medical needs. .
- Weston – Pupil Referral Unit provision for Key Stage 4 students.
- Milton – Primary Pupil Referral Unit.

25 The designated teacher with safeguarding responsibility is Nick Donnelly, Principal.

3. Vision and Values

3.1 The Campus Vision is to be a positive, holistic and inclusive community, in which young people are encouraged to achieve high standards of personal progression in a supportive environment that is both safe and respectful.

3.2 The Values are as follows:-

- To be inclusive
- To work in partnership with stakeholders including parents, carers, schools, local authorities, statutory and voluntary services
- To establish and nurture a culture where success and achievement are encouraged and celebrated.
- To develop responsible, resilient, confident, independent young people who are equipped for success in their next learning pathway and transition to adult life

4. Aim

4.1 All students at VLC have Special Educational Needs. We firmly believe that all students have a right to receive an education which is tailored to meet their individual need and learning style. The curriculum we offer across the Campus is designed to ensure that every student can experience success and fulfil their potential. The Campus has an inclusive philosophy and believes passionately in giving all our students every opportunity to succeed.

4.2 This should enable them to:-

- achieve their best
- become confident individuals living fulfilling lives and
- make a successful transition into adulthood or return to mainstream education.

5. Objectives

5.1 This policy shows how we:

1. Identify and provide for students who have special educational needs and additional needs
2. Work within the guidance provided in the SEND Code of Practice (2015)

3. Support the operation of a “whole student whole school” approach to the management and support of special needs
4. Provide a SENCO team who will ensure a clear vision for the VLC.
5. Provide support and advice for all staff

6. Identifying Special Educational Needs

- 6.1 A student has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.
- 6.2 All students at the VLC are assessed on entry and information analysed. They complete an induction process and in addition information from the previous setting and outside agencies help inform VLC staff.
- 6.3 Parents are asked to inform the VLC of any medical conditions that might affect their child, and any medication taken.
- 6.4 Subject teachers, supported by the senior and extended leadership team, will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances.
- 6.5 Broad areas of need:-
- communication and interaction
 - cognition and learning
 - social, emotional and mental health difficulties
 - sensory and / or physical needs
- 6.6 The purpose of identification is to consider the action VLC needs to take rather than fitting a student into a category. At VLC the needs of the whole young person are considered, not just the special educational needs.
- 6.7 There are some problems which may impact on progress and attainment but which are not SEND. These are:-
- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty under current Disability Equality legislation but these alone do not constitute SEND)
 - Attendance and punctuality
 - Health and welfare
 - English as an additional language
 - Being in receipt of student pupil premium grant
 - Being a looked after child
 - Being a young person of servicemen/women

7. The graduated approach to SEN Support

- 7.1 The role of subject teachers is to provide high quality teaching for all students, as the Code of Practice states:
High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should

regularly and carefully review the quality of teaching for all students, including those at risk of underachievement.

- 72 The VLC regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- 73 The VLC will take action to remove barriers to learning for all our students and put effective special educational provision in place. This support will take the form of a four point cycle of ASSESS – PLAN – DO – REVIEW.

Assess

The subject teacher working with the SENCO should assess where a student is not making adequate progress, despite high quality teaching targeted at an area of weakness. They should draw on evidence from a clear analysis of the student's needs such as:-

- The subject teacher's assessments and experience of the student
- Information regarding student progress, attainment and behaviour
- The student's development in comparison with peers
- The views and experience of parents/carers
- The student's own views
- Advice from external support services when available

Plan

Targets and objectives will be identified and agreed with the student, parents/carers and teachers. Additional provision, where appropriate, will be incorporated into the plan. The plan will clearly outline interventions to be undertaken and the personnel involved. There will be clear, measurable outcomes. These will be recorded on the student's Individual Education Plan (IEP) or Target Sheet.

Do

Interventions will be implemented by the relevant staff.

Reviews

Reviews will evaluate the effectiveness of the support given and the impact on the student's progress. Assessment information will be gathered and measured against desired outcomes. Adjustments may be made following the reviews. Progress will be formally reviewed at the end of term 2, 4 and 6.

Where a student has an Education, Health and Care Plan a statutory annual review meeting will take place.

8. Managing Student's needs on SEND Register

- 8.1 The SEND Register at VLC is a live document held on the Schools Management Information System (SIMS).

- 82 On entry to the VLC all students are placed on the SEND Register as K – SEN Support and the appropriate SEN category is chosen. This is decided by the SENCO team and based on advice and information from the previous setting. Some students will have an EHCP. Students are all placed on the register due to the support they have already received or their referral to an outside agency (VLC).
- 83 When a student is dual registered a letter is sent to the partner school to notify them of this.
- 84 Meetings between the SENCO and Data Manager are held monthly to update the SEN Register.
- 85 The SEN Register is reviewed by the SENCO team on a termly basis at the team meeting.
- 86 The level of provision will be decided according to the progress a student makes. The school will initially use existing resources in a targeted way. If a young person fails to make progress, then advice from external agencies might be sought. The VLC will ensure that it works closely with the LA and links with the Local Offer which is available on the authority's web site. The Local Offer incorporates links to outside agencies.
- 87 Systems for working with outside agencies are in place. Joint working with other professionals may include advice and support from the following: Specialist support / therapies, clinical treatments, speech and language therapy, Child and Adolescent Mental Health Service (CAMHS), occupational therapy, physiotherapy, School Health, Educational Psychology team, Virtual School, Vulnerable Learners Service, Sensory Support Service and medical staff.
- 88 A SEND information report is available on the VLC website so that parents / carers are able to see how the VLC will support their children.

9. Criteria for exiting the SEND Register

Students may exit the SEND Register when they are re-integrated into a mainstream school. They may also exit the SEND Register when they transition to Post 16 provision.

10. Supporting Students and their Families

- The Local Authority is required to publish The Local Offer with details of support available for families.
<http://northsomersetonlineDirectory.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer>
- The VLC is required to produce a SEND Information Report and this links directly to The Local Offer. Details of the report can be found on the school website under policies.
- The Local Authority and NHS agencies will support the family and include those mentioned as outside agencies in Section 5.

- The VLC will ensure access arrangements are put in place for those students who meet exam board criteria. Reasonable adjustments are made for students with a disability which prevents or hinders them from being able to sit examinations in the same way as the majority of students. The VLC Exam Officer works closely with the SENCO to ensure appropriate support is in place.
- 101 Students are supported during the transition process at the end of Key Stage 3. Students are supported during re-integration into mainstream or special school placement.
- 102 All students have access to careers information and guidance about Post 16 options. This can also include help with application forms and interviews at College. Transition work takes place between VLC and local colleges.
- 103 Additional guidance is available for students with an EHCP from the Local Authority – Lucy Frampton, Transition Officer at Vulnerable Learners Service.
- 104 VLC employs a Campus Student and Family Liaison Officer to support families and students when difficulties occur – Kim Lawrence.
- 105 Medical conditions – these are supported by all VLC staff. See VLC Supporting Students with a Medical Needs Policy.

11. Supporting Students at Schools with Medical Conditions

- 11.1 The VLC recognises that students at school with medical conditions should be properly supported so that they have full access to education. Some students with medical conditions may be disabled and where this is the case the VLC will comply with its duties under the Equality Act 2010.
- 11.2 Some students may also have special educational needs and may have a Statement or EHCP which brings together Health and Social Care Needs, as well as their SEN provision and the SEN Code of Practice (2015) is followed.
- 11.3 See VLC website for the policy Supporting Pupils with Medical Needs Policy

12. Monitoring and Evaluation of SEND

- 12.1 The VLC is able to monitor the success of its provision by looking closely at a number of factors including:-
- Arrangements to ensure accessibility and safety for all
 - The progress of SEND students' academically and socially through internal and external assessment and monitoring behaviour and attendance.
 - The use of the key tutor and pastoral system to monitor student well-being.
 - Evaluating the management of any safeguarding concerns where appropriate.
 - Regular meetings with the SEND Management Committee member.
 - Regular termly meetings of the SENCO team.
 - Regular meetings with the Campus Student and Family Liaison Officer.

- Meetings with outside agencies especially Educational Psychology and CAMHS.
- All staff being made aware of the specific requirements of students.
- The SENCO ensuring staff have the required training and are up to date.

13. Training and Resources

- The VLC is funded through its delegated budget share and if applicable Top up Funding per individual student.
- Top up funding is applied for from the Local Authority to support high needs students.
- If VLC requires additional resources to meet the needs of a student with an EHCP then the interim Annual Review process may determine additional SEN support that can be used by that student.
- The SENCO team works closely with the Local Authority and attends meetings and training in order to keep up to date with local and national SEND updates.
- The VLC will ensure that staff receive training to support the teaching of SEND students.
- Induction training for all new VLC staff will include a meeting with the SENCO to explain systems and procedures in place around SEND provision and practice.