



Inspiring All to Excellence



Violet Way Academy

SEND Policy

Document Control

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Policy Owner	Violet Way Academy
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Version Control

Version	Date	Amended by	Comments
V2	18.9.22	SA Magill	See changes made
V3	30.8.23	SA Magill	See changes made
V4	22.7.24	RAHarris	Naming SENco

Section	Changes Made
Rationale	Updated to match our whole school vision, values and curriculum aims (18.9.22)
Waves of Support	Added in 'Waves of support' information p7 (18.9.22)
Supporting pupils and their families	Updated web link for Staffordshire Connects (18.9.22)
The Graduated Approach to SEND	Added information about how parents can raise concerns (30.08.23)

Introduction

This policy complies with the statutory requirements described in the SEND Code of Practice 0-25 years (2014) and has been developed through consultation with all stakeholders. It has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 years
- Statutory guidance on supporting pupils with medical conditions
- The National Curriculum in England primary framework document
- Safeguarding policy
- Accessibility plan
- Teachers Standards

Rationale and objectives of this policy

At Violet Way Academy we want all of our pupils to 'Reach for the Stars'. This means setting aspirational goals, persevering in the face of challenge and striving for excellence in all that they do. Our values are the thread that drive excellence and create the culture in which we can all excel. We expect all members of the school community, parents, families and staff, to work collaboratively with high aspirations and expectations of everyone, consistent with our values.

At Violet Way Academy we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life. We aim to 'inspire all to excellence' through the provision of:

1. *A rich, broad and balanced curriculum presented in a vibrant, exciting and imaginative manner, enriched through a range of meaningful experiences.*
2. *A character education that runs through all that we do, nurturing and fostering the values our pupils need to thrive as individuals, ready for the next stage of their education.*

Every pupil at the Violet Way is encouraged, and supported, to 'Reach for the Stars' and broaden their ambitions, irrespective of their background or their individual circumstances. Our broad and balanced curriculum follows the National Curriculum and includes enrichment opportunities for all. Through our curriculum provision we intend to provide our pupils with memorable and meaningful experiences realised through well planned, differentiated, creative planning and high-quality inclusive teaching.

Each pupil at Violet Way is valued and supported, whatever their needs or abilities. We encourage our pupils to be aspirational, to strive for success and to make progress against their previous achievements. We utilise the expertise and experience of our staff across Fierte Trust to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our differentiated curriculum.

Every teacher is a teacher of every child and young person, including those with SEND.

At Violet Way we aim:

- to be as inclusive as possible;
- to make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all;

- to meet the needs of pupils with Special Educational Needs and/Disability wherever possible in a mainstream setting, and regardless of their specific needs, to make the best possible progress in school;
- to identify at the earliest point any Special Educational Needs and/or Disability and make effective provision;
- to reduce barriers to learning and progress.

Objectives:

- To ensure a clear process for identifying, assessing, planning, providing, and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice (2014).

This policy is intended to set out the vision, values and aims of Violet Way's SEND provision. It should be read in conjunction with the SEND Information Report, which details the provision available at Violet Way Academy and how the school's SEND policy will be implemented.

Definition and identification of Special Educational Needs and Disability

Children may have special educational needs if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.;
- are making less than expected progress given their age and individual circumstances, which can be characterised by progress which:
 - 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
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school;
- require special educational provision which is "additional to and different from" that provided within the differentiated curriculum (Code of Practice 2014).

Additional factors which are not indicators of SEND may also impact upon progress and attainment, including disability, attendance and punctuality, health, and welfare, EAL, being in receipt of the Pupil Premium Grant, being a looked after child and being the child of a service family.

All pupils will receive high quality first teaching, with those in need of more support receiving additional intervention. Our provision addresses the four areas of need identified in the Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

Glossary of terms

There are many abbreviations used when talking about Special Educational Needs so below is a glossary of most of these terms:

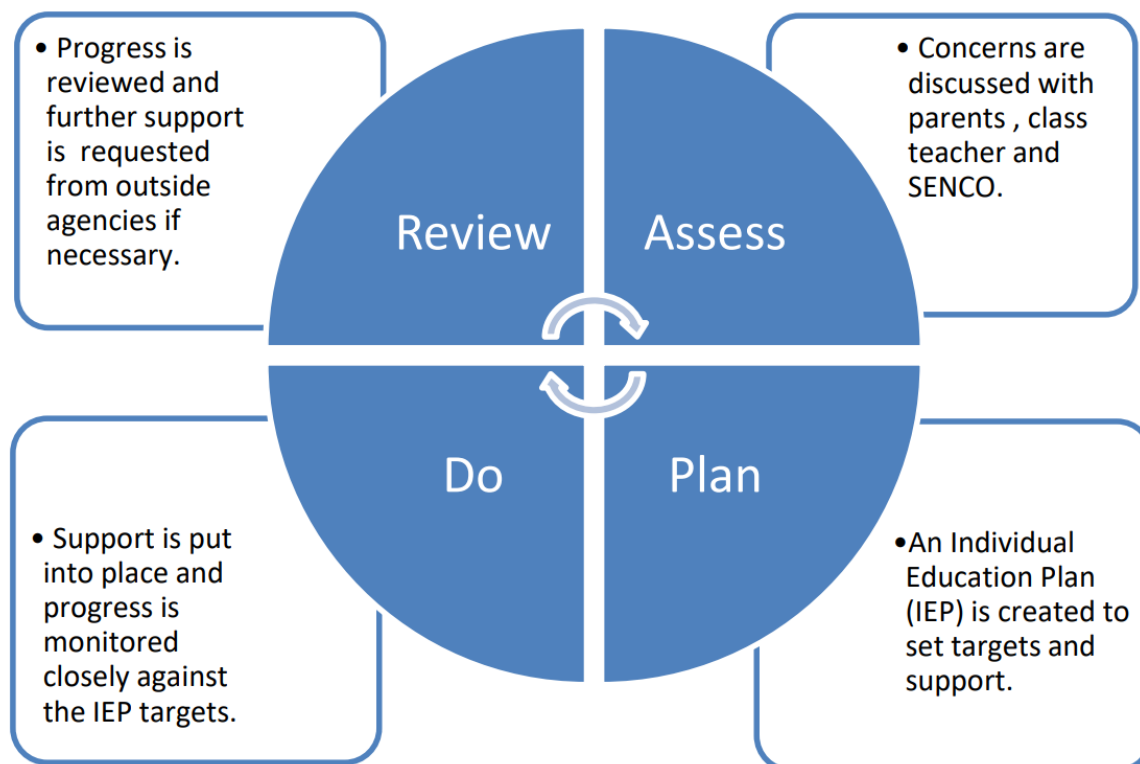
ADD	Attention Deficit Disorder	KS	Key Stage
ADHD	Attention Deficit & Hyperactivity Disorder	LAC	Looked After Child
AOT	Autistic Outreach Team	LA	Local Authority
ASD	Autistic Spectrum Disorder	LST	Local Support Team
BESD	Behaviour, Emotional & Social Difficulties	MLD	Moderate Learning Difficulty
CAMHS	Child & Adolescent Mental Health Service	NC	National Curriculum
COP	Code of Practice	OT	Occupational Therapist
CT	Class Teacher	PP	Pupil Premium
CP	Child Protection	PSP	Pastoral Support Plan
EAL	English as an Additional Language	SaLT	Speech and Language Therapist
EHA	Early Help Assessment	SEN	Special Educational Needs
EP	Educational Psychologist	SEND	Special Educational Needs and/or Disability
FSM	Free School Meals	SENDSCO	Special Educational Needs (and/or Disabilities) Coordinator
GLP	Group Learning Plan	SENSS	Special Educational Needs Support Services
HI	Hearing Impairment	SpLD	Specific Learning Difficulty
IEP	Individual Education Plan	TA	Teaching Assistant
ILP	Individual Learning Plan	VI	Visual Impairment

The Graduated Approach to SEND support

At Violet Way children are identified as have special educational needs through a variety of ways: We know when pupils need help:

- If there is a lack of progress.
- If children are achieving below age-related expectations at the end of the year.
- If a concern is raised regarding behaviour, self-esteem, concentration or attitude and extra support is required to help improve this.
- If concerns are raised by parents/carers, teachers, other settings, or the child.
- If there is a change in the pupil's behaviour or progress.
- If external agencies raise concerns.
- If a health diagnosis is received from a pediatrician.

At Violet Way, we build good relationships with our pupils and families. We know and value all our pupils. We have rigorous ongoing teacher assessments and termly pupil progress meetings with the leadership team to identify those pupils making less than expected progress. If progress continues to be a concern, despite high quality teaching in the classroom - differentiated to meet the needs of individual pupils - the teacher will raise their concerns with the SENDCO. A discussion with parents will then be initiated and a four-part cycle, known as the graduated approach, begins – Assess, Plan, Do, Review.

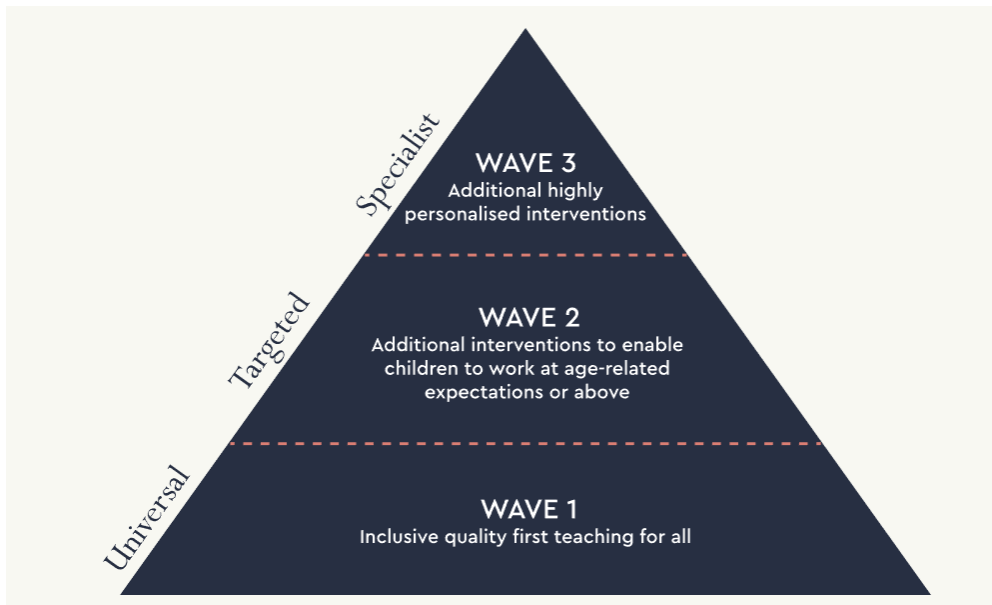


The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach and more specialist expertise can be accessed is required.

The graduated approach allows pupils to access the right level of support and intervention, focused specifically on the areas of learning they find challenging.

Supporting children with SEND at Violet Way Academy - Waves of Support

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Parents and pupils will be involved in discussions about the level of support required; this is through termly review meetings, parent evenings, meetings with SEND advisors and regular contact with the SENDCO during the term.

Wave 1 – Universal Support

Universal provision forms the foundation for all other provision or support at Violet Way and comprises high quality teaching within an inclusive environment that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children. Universal provision is based on inclusive approaches to teaching and learning which benefit all children but are essential for those with SEND.

Quality first teaching for children with SEND at Violet Way is guided by the principles set out in the Education Endowment Foundation's (EEF) 'Five evidence-based strategies to support high-quality teaching for pupils with SEND'. These include:

- Explicit instruction – Using the 'I do, we do, you do' approach to model and scaffold learning, leading to supporting independent practice.
- Metacognitive strategies – ensuring learning is chunked or broken in small steps
- Scaffolding – providing children with writing frames, sentence starters, picture cues, word banks etc... to support and assist.
- Flexible grouping – targeting support against a specific need
- Use of IT equipment – for example, talk tins, iPads, interactive white board

As part of Wave 1, teachers will also ensure that additional resources and reasonable adjustments are made to provide inclusive learning environments. Wave 1 provision ensures that support is given across the 4 main areas of need: Communication and Interaction; Physical and Sensory; Cognition and Social, Emotional and Mental Health. Examples of Wave 1 provision include: the use of visual timetables, pencil grips, a strong focus on the importance of positive relationships, calm corners. Further examples can be found in Violet Way Academy Wave 1 document.

Wave 2 – Targeted Support

Children who have been identified as needing additional support, including those on the SEND register, are targeted with specific, additional and time-limited intervention, in addition to Wave 1 support. Targeted support is carried out by teachers and support staff and is planned according to the four areas of needs. Examples of additional intervention include precision teaching, additional reading and phonic groups, speech and language programmes and nurture groups.

Wave 3 – Specialist Support

For a small number of pupils, a highly personalised and individualised approach to learning is required, using recommendations from external professionals such as speech and language therapists, educational psychologists or specialists from other services. This type of support will vary between individuals according to their needs. Pupils who might benefit from Wave 3 support will most likely require an Education, Health and Care Plan in order for the school to provide the level of specialist support required.

Managing pupils' needs on the SEND register

It is the responsibility of the class teacher and the SENDCO to manage the needs of pupils on the SEND register. Pupils with an Individual Learning Plan will receive additional support both in and out of class, in the form of structured interventions and practical support with their work. The progress of each pupil will be tracked and monitored closely, to identify improvements as a result of intervention and to identify further areas requiring support.

Interventions are reviewed regularly to evaluate their impact and changes are made in light of our reviews. Pupils are asked to contribute to the review and future targets are set. The level of provision is decided in consultation with the class teacher, SENDCO, parents, and pupils. It is vital that the voice of pupils on the SEND register is heard, and we value their input in the reviews of provision and in the setting of targets. Pupils will always be informed if specialist services are engaged to work with them. If additional funding is required, the SENDCO will apply for this on behalf of the pupil. If an EHCP is necessary, the SENDCO will make the application following consultation with the pupil, parents, and SENSS advisors. The process for this application is set out in the Code of Practice (chapter 9).

Supporting pupils and their families

The local offer produced by the Local Authority Special Educational Needs and Disabilities (SEND) [Local Offer | Staffordshire Connects](#) sets out what is normally available in schools to help SEND pupils as well as the options available to support families who need help to care for their child.

Violet Way Academy's admissions arrangements can be accessed on the website. Access arrangements for assessments can be discussed with the SENDCO and class teacher, to ensure that all pupils' needs are met, and suitable support is put in place.

Transition arrangements are detailed in our SEND Information report.

Supporting children at school with medical conditions

It is the responsibility of the Headteacher, and the Trust appointed SENDCO to ensure that children with medical conditions are fully supported at school and that their needs are met. All pupils are

valued, and we offer equal opportunities to all. Our 'Supporting Pupils with Medical Needs Policy' can be accessed via the [policy page](#) of our school website.

Training and resources

We regard special needs as an integral part of our school, with all our pupils requiring high quality teaching and learning to address their individual needs and provide them with challenge. When allocating our budget, we will ensure that we have the optimum number of staff available to provide interventions and tailored support to our SEND pupils. This allows us to provide support in class alongside interventions outside of the classroom for children who require additional support.

In addition to our planned programme of CPD, training will be organised in response to the needs of the pupils or is pre-empted when pupils' needs are already known. Staff recognise that they can request training to support them in their role and that every effort will be made to ensure that they are fully equipped to work with our SEND pupils. We encourage staff to utilise each other's expertise within the trust in particular areas and provide training when necessary to ensure staff can meet all our children's particular needs.

New staff will be briefed on the SEND pupils in their class and the SEND needs across the school. The SENDCO is responsible for informing new staff about SEND within the school and how we aim to further support our SEND pupils.

Accessibility

Our accessibility plan is available on our website. We actively strive to remove any barriers to learning by providing the relevant resources and support to enable all pupils to learn. The site is regularly audited in terms of accessibility and through consultation with staff during termly pupil progress meetings, resources or learning aids which would support specific pupils are identified. This involves not only access to the physical environment of school, but the delivery of written information to disabled pupils.

All pupils engage in activities available to them, whether they have SEND or not; our ethos is one of inclusivity and our pupils recognise that we are all treated equally no matter what our differences.

Roles and Responsibilities of the Headteacher

The Headteacher is responsible for ensuring that the SENDCO manages the day to day aspects of support for the children with SEND. The Headteacher gives the SENDCO and class teacher the responsibility so that all staff are responsible for ensuring the needs of our children are met. The Headteacher will make sure the governing body is kept up to date with any issues relating to SEND.

Roles and Responsibilities of the Governors

The governing body must ensure that there is a teacher designated as SENDCO for the school. At Violet Way Academy, the role of SENDCO is undertaken by an experienced teacher, Mrs Magill. There is also an experienced SENDCO within the Fierte Trust that offers support to all SENDCOs within the Trust schools. The SEND link governor is responsible for monitoring policy implementation and liaising between the SENDCO and the Governing Body.

SEND link governor: Louise Beiluch

You can contact the school office to request to speak to our SEND Link governor office@violetway.org or call 01283 248 530

The governors must ensure that the SENDCO is a qualified teacher and, where they have not previously been a SENDCO for a period of at least twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

The SENDCO

The SENDCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school.

Our SENDCO, with support from our Inclusion Manager:

- oversees the day to day operation of the school's SEND policy;
- co-ordinates provision for children with SEND and EHCPs;
- liaises with staff to monitor pupil's progress;
- gives advice when progress is slower than expected;
- liaises with outside agencies;
- liaises with early years and secondary school providers;
- ensures that staff are trained to support SEND pupils and how to secure specialist expertise;
- ensures that staff liaise with you as parents of pupils with SEND;
- liaises with previous or potential providers;
- ensures that Violet Way keeps records of all pupils with SEND;

Name of SENDCO: Stewart Malcomn

Inclusion Manager: Marie Dawson

You can contact the school office to request to speak to our SENDCO or inclusion manager office@violetway.org or call 01283 248 530

Rebecca Harris (Headteacher) is the named member of staff responsible for managing the Pupil Premium Grant, Pupil Premium Plus funding for Looked after Children (LAC) and is the LAC coordinator. She is also the Designated Senior Lead for Safeguarding and Child Protection, who is also responsible for managing the school's responsibility for meeting the medical needs of pupils. Natalie Nicholson (Deputy Headteacher), Stewart Malcomn (SENDCO) and Marie Dawson (Inclusion Support) are DDSLs.

Support for improving emotional and social development

We will work hard to ensure that our pupils demonstrate respect and tolerance for all members of the community. All pupils will recognise that we do not tolerate bullying and they are encouraged to confide in a trusted adult if they experience bullying. Pupils with SEND will be monitored very closely by class teachers, teaching assistants and the SENDCO to ensure that they are included and that they are listened to if they appear worried or upset.

Complaints

Our complaints procedure is included in the Complaints, Compliments and Comments Policy and is available on the school website [policy page](#).

Links to other policies

This policy links to other policies including:

- Accessibility Plan;
- Supporting Pupils with Medication Conditions
- Safeguarding and Child Protection Policy
- SEND Information Report

Review

The policy will be reviewed annually by Governors.