



# **SPECIAL EDUCATIONAL NEEDS POLICY**

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The Vale Academy

SEN Inclusion Policy

This policy was formally adopted by The Vale Academy in September 2016

The renewal date for this policy is July 2017

**Personnel**

Principal:  
Mrs N Williams

Senior Leadership Link:  
Mrs N Williams  
Mr A Collins  
Mr M Rutt

Governors with responsibility for Special Educational Needs:  
Mrs P Kemshell

Special Needs Co-ordinator/ AP Inclusion Inclusion:  
Mr M Rutt

## **1. Introduction**

The Vale Academy places central importance on the value of every individual student as part of the community, providing effective learning opportunities for all students by endorsing the Academy's Inclusion Policy.

"All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach students with special educational needs (SEN) and all schools play their part in educating children from their local community, whatever their background or ability."

Removing Barriers to Achievement DFES 0117-2001

## **2. Aims**

It is the aim of The Vale Academy to:

- Ensure that every student has an equal opportunity, recognising the needs of each student as an individual learner with particular educational needs and to provide the opportunity to fulfil potential
- Accept each individual's entitlement to a curriculum which is broad, balanced, relevant and suitably differentiated with progression and continuity
- Recognise the need for effective and regular target setting and reviews of progress
- Recognise and praise success whilst offering support where improvement is needed
- Commit to providing the highest quality of service by accepting the need for continuing high levels of co-operation between all those involved with our students
- Integrate students with Special Needs with their peers in order to achieve the best balance of educational and social progress
  
- Acknowledge the important contribution made by all those involved with the individual to ensure these rights

## **3. Objectives**

In order to achieve these aims it is necessary to:

- Identify and assess accurately the needs of individual students and maintain effective systems for collecting, recording and processing this information clearly
- Where necessary, create student passports sheets for students with SEN, monitor and review progress, and provide the appropriate resources to implement the plans as well as offer support and guidance for teachers

- Maintain effective communication channels so that key information about students and their educational needs is processed quickly to ensure high standards of classroom management and professional concern for each individual's educational development
- Provide support and advice for all staff working with students who have special educational needs
- Establish positive attitudes to our students through a professional whole school approach which emphasises co-operation between staff and the concept of shared responsibility so as to create the educational climate in which all students may find success
- Develop partnerships with students, their parents and guardians to foster positive attitudes and enhance the self-confidence and self-esteem of our students
- Ensure all our teachers understand and follow the principles of differentiated teaching
- Draw on the knowledge and expertise of other professional and outside agencies when necessary and appropriate
- Maintain and develop opportunities for liaison between feeder schools
- Ensure that all students with special educational needs are integrated as fully as possible into the life of the academy
- Encourage the students to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes
- Monitor and evaluate off site provision as part of a personalised learning programme for individual students

#### **4. Criteria for the Identification, Assessment, Monitoring and Review Procedure of students with Special Educational Needs**

The academy will adhere to the requirements of the Special Educational Needs and Disability Code of Practice 0 to 25 Years 2014.

##### **4.1 Identification and Assessment**

Students are only identified as having special educational needs if they do not make adequate progress once they have had all the differentiated adjustments and good quality personalised teaching.

The purpose of identification is to work out what action the academy needs to take, not to fit a student into a category. Although the four categories of need broadly identify aspects of primary areas of need for students the Vale Academy considers the needs of the whole child and acknowledges students may have needs that cut across all four areas. These four broad areas give an overview of the range of needs that the Academy plans for:

- Communication and interaction

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

It is also important to consider what is not SEN but may impact on progress and attainment:

- Disability alone does not constitute as SEN
- Poor attendance and punctuality
- English as an additional language
- Student premium
- Looked after children (LAC)
- Poor behaviour

#### **4.1.1 Initial Identification:**

The academy has procedures for liaising with its feeder primary schools. This forms the basis of the initial identification of students with SEND who will fall into the following categories on entry to The Vale Academy from feeder schools:

(a) They have an Education Health and Care Plan or a Statement of Special Educational needs or a formal assessment procedure is in progress.

(b) They require 'SEN Support' and have special educational needs, which are monitored and reviewed according to the requirements of the SEN Code of Practice 2014.

(c) They have no record of special educational needs. On entry to The Vale Academy all students undergo baseline assessments which include CAT4, Hodder Access Reading Test and the GL Dyslexia Screener. National Curriculum Key Stage 2 SAT scores are also available. Staff have full access to the results of all baseline assessments via the academies management information system (Sims). Scores on these tests will either confirm the information in (a) and (b) above or identify more students whose scores are significantly lower than the majority of students. Some students may be highlighted as needing further diagnostic assessment. The academy employs a Specialist Teacher trained to undertake a variety of diagnostic assessments or if appropriate more specialised assessments from external agencies and professionals such as Speech and Language therapists, Educational Psychologists and the Autistic Spectrum Education Team can be drawn on.

#### **4.1.2 Later identification and Educational Concern for existing SEN Students**

A student's performance at The Vale Academy may give sufficient reason for teaching staff to raise a concern despite differentiated adjustments and good quality personalised teaching. In identifying a student as needing SEN Support or increasing existing provision the subject teacher, **working with the SENCO**, should carry out a clear analysis of the student's needs. The subject teacher can draw on a range of sources to establish a clear analysis:

- Teacher assessment and experience of the student.
- Student progress, attainment and behaviour (Strengths and difficulty Questionnaire)
- Individual development in comparison with their peers
- The views and experience of parents

- The student's own views
- Advice from external agencies

Subject teachers can use this analysis to raise a concern about a student and this should be done via faculty meetings. SEN should be an agenda item for all faculty meetings which will allow faculty members to discuss the required actions and support that can be provided by the faculty (Appendix A: Waves of Intervention Model and Provision Map Overview) before moving to a referral for SEN Support. Class and subject teachers retain responsibility for the student, even when the student is undertaking subject specific targeted intervention away from them.

If an educational concern still exists despite efforts by the faculty a SEN Cause for Concern Referral Form (Appendix B) is completed by the faculty and the faculty liaison representative will bring the forms to the SEN Liaison Meetings for discussion. These meetings occur each half term. The meeting will agree on an action plan:

- Remain as an expression of concern and monitor by staff
- Bring concerns to all department meetings and feed back to the SENCO
- Send out a Round Robin to student's teachers
- Assess by the SENCO
- Contact parents (although class teachers should have already done this before referral)
- Consult outside agencies
- Add to the SEN Record

N.B some departments may not have a designated SEN Liaison representative and therefore the referral form can be completed and emailed directly to the SENCO.

#### **4.2 The Graduated Approach to SEN Support**

If students are added to the SEN record it will be through a graduated approach and based on individual needs as defined by the identification and assessment procedures outlined above. Initially students will enter the single category known as 'SEN Support'

Once a student has been identified as requiring 'SEN Support' the SENCO and subject teacher should agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review.

The nature of support and intervention will vary greatly depending on individual needs, however it is likely to follow a graduated approach as outlined in the SEN Code of Practice 2014.

#### **➤ STAGE 1: inclusive quality first teaching (Wave 1)**

Before a student is placed on the SEN Record parents are always consulted either at a review meeting or by telephone. A letter is sent to confirm the decision. School records will be up-dated and Faculty liaison members will inform their Faculty. An example of the support provided through Stage 1:

- Student Passport: will be written by the SENCO or LSA in conjunction with the student and their parents. The passport will readily be available to all staff on the Learning Platform. The passport contains detailed information regarding identified need and strategies of support to remove barriers to learning. The passport also contains assessment data and any additional provisions or support being received.
- Quality First Teaching: responding to students identified need by ensuring that high quality teaching, differentiated for individual students, is in place. Additional intervention and support cannot compensate for lack of good quality teaching. Teaching staff have the responsibility to accurately record wave 1 intervention into the whole school provision map for students who are not making adequate progress.
- Monitoring of Progress: the academy monitors all students progress half termly to ensure students not making adequate progress are identified and appropriate support is put in place. The SENCO oversees the progress of identified SEN students.
- Staff training and development: The SENCO will support and oversee staff training and development so ultimately students with SEN can be better supported. Teaching staff must also have a willingness to seek further advice and/or training if needed.
- Student Passports Reviews: the information outlined in the student passport is reviewed twice each academic year. Firstly through the annual Parents evening procedure with subject teachers and secondly through an arranged meeting with LSAs the student and parents. Staff are responsible for making the SENCO aware of changes or alterations to the Passport so these can be shared whole school. Following the reviews it will be decided if the student will:
  - Be removed from the SEN Record
  - Remain at Stage 1
  - Move to Stage 2

➤ **STAGE 2: Targeted Support (Wave 2)**

Before a student is moved to Stage 2 parents are always consulted either at a review meeting or by telephone. A letter is sent to confirm the decision. School records will be updated (Student Passports/Sims) and Faculty liaison members will inform their Faculty. Examples of the type of support received at Stage 2:

- STUDY PLUS: some students will follow an alternative curriculum where they receive two hours of additional English/Literacy support.
- Deployment of LSAs: Each faculty area will have their own Learning Support Assistant they can use to support in the teaching and learning of students identified as requiring SEN Support. Heads of Department along with classroom teachers will have the responsibility for ensuring that the SEN students within their areas are supported by a LSA. It will be the departments responsibility to record where the LSA's are being used and which students they are supporting. This can be done via blank support documents located on the learning platform. SEN liaison representatives may undertake this role.

- The LSAs may be used to support students in class or withdraw small groups for targeted intervention outside of the class. Class teachers retain the responsibility for the student, even when the student is undertaking targeted intervention away from them, and therefore should firmly be at the centre of the process of planning this provision. Key aspects to consider:
  - Skills learnt in targeted provision are practiced back in class.
  - Time and system for staff delivering intervention to feedback to class teacher
  - Time available to prepare resources linked to targeted intervention
  - Teachers oversee learning and progress of targeted intervention groups.
- Other wave 2 interventions may also be used to support SEN students at this stage (please see Appendix A for wave 2 interventions).
- Subject areas are responsible for recording wave 2 intervention onto the whole school provision map and reviewing and evaluating its impact. The academy has robust tracking systems in place and every half term a Curriculum Area Progress Report is produced. As part of this report the progress of all SEN students is monitored and evaluated and further actions established.
- Students who make adequate progress in relation to their starting points may go back into the classroom and receive support from a LSA or go back into stage 1 where their progress will be monitored.
- Student Passports Reviews: again Passports are reviewed twice yearly as in stage 1. The teacher and designated LSA for that year group will discuss with parents and students the impact of stage two support/intervention and the identified next steps if appropriate.
- The SENCO will oversee and liaise with Curriculum Leaders regarding students who do not make adequate progress. Despite quality first teaching at stage 1 and targeted intervention at stage 2 some students may need further more specialised support at stage 3.

➤ **STAGE 3: Specialist provision (Wave 2/3)**

Before a student is moved to Stage 3 parents are always consulted either at a review meeting or by telephone. A letter is sent to confirm the decision. School records will be updated (Student Passports/Sims) and Faculty liaison members will inform their Faculty. Examples of the type of support received at Stage 3:

- Some students may be more difficult to remediate or need more specialist assessment and intervention. At stage three some students may access further in-house diagnostic assessments such as the Dyslexia Portfolio, Strengths and Difficulty Questionnaire, Emotional Literacy Assessment or Progress in Maths Assessment. These assessments will give a clear indication of a student's strengths and weaknesses and from this a more tailored small group or 1 to 1 intervention packages can be delivered (see appendix A). These assessments may also clarify what the barriers to learning may be and can be

used to update the Student Passport so all staff can adapt approaches to teaching and learning.

- At this stage outside agencies and professionals may also be used to carry out assessments and/or interventions according to need. This can range from Educational Psychologists, Speech and Language Therapists, Occupational Therapists or the Autistic Spectrum Education Team. For the full range of support services and outside agencies please see section 10.
  
- The SENCO is responsible for the assessment, intervention, monitoring and evaluating the impact of stage 3 interventions. Reassessment following intervention will be periodically carried out in order to evaluate the effectiveness of the interventions. Parents will receive information regarding their child's progress via letters with the option to discuss any issues or concerns face to face through the fortnightly SENCO drop in sessions. Parents will also have the opportunity to discuss progress and concerns through the Student Passport Review system as outlined in stage 1 and 2.
  
- The SENCO will ensure that student passports and provision maps are updated and accessible to all staff. The provision map will indicate the type of intervention and progress being made.
  
- The SENCO will be responsible for deciding if students are referred to stage 4 for a Statutory Assessment for an Education Health and Care Plan. The SENCO will base the decision on the following information:
  - Advice and support from specialist outside agencies and professionals
  - Data from diagnostic assessments
  - Progress (academic, social, emotional and mental health, communication and interaction)
  - Physical Disability
  - Any other relevant information as appropriate.

➤ **STAGE 4: Referral for Statutory assessment for an Education Health and Care Plan (EHCP).**

Parents are always consulted at a review meeting or by telephone before a student is referred for statutory assessment. A letter is sent to confirm the decision

The LA will decide on the evidence presented by the Academy whether a statutory assessment should be undertaken.

After a student has been statutorily assessed one of three things may happen:

- The request for an EHCP is refused
- A Note in Lieu of an EHCP is given
- An EHCP is given.

N.B. Students will not always start at stage 1. Some student's needs may be greater and therefore the level of support will reflect this and they may receive support at a higher stage.

## 5. **Arrangement for the Co-ordination of Learning Support**

The learning support team is led by the Special Needs Co-ordinator who has responsibility for the identification, assessment, monitoring and review procedures within the academy.

Information about students with SEND is disseminated annually to all adults who work with students within the academy via:-

- SEN Handbook in Departments
- Student Passports (Appendix C) on the Learning Platform
- SEN Information Booklet (Learning Platform)
- SIMS e-mail and face to face meetings
- SEN Liaison Meetings

The SEN Departmental Liaison Team meets each half term with representatives from all departments. Visiting speakers with a specialism are arranged periodically to attend the meetings to raise awareness of student needs and explore strategies of support.

The meetings discuss:

- Individuals and groups of students, sharing information and concerns
- Deployment of Teaching Assistants
- Strategies to raise Teaching and Learning
- Academy policy and national trends
- Agenda items from staff

### **5.1 Specialist Experience**

At the present time, The Vale Academy has students from all four areas of need as identified in the SEN Code of Practice: communication and learning, cognition and learning, emotional and social and mental health difficulties, sensory and/or physical needs. The staff at The Vale Academy have developed a pool of experience in providing for these varied areas of special needs. Ongoing training is given as students join the academy with differing needs and as the staff of the academy changes.

Teaching Assistants take part in Continued Professional Development and are encouraged to attend courses and training. At present the department has staff trained in:

Chairing Child in Need Meetings  
Lifting and Handling  
Back Care  
Autistic Spectrum Disorder  
Supporting students with Dyslexia  
Counselling  
Social Use of Language Programme  
Physiotherapy  
Positive Behaviour Management  
Levels 1, 2 and 3 Teaching Assistant Certificate

## **6. Access to the Curriculum**

Students with educational inclusion needs are fully integrated within the academy. Each faculty will determine how the needs of the students are best catered for. The match between a student's ability and an appropriate curriculum is crucial. Faculties are encouraged to exercise and develop their provision for students with special educational needs in order to ensure full access to the National Curriculum at the necessary level.

The SENCO and associated staff will provide support to colleagues. The nature of this support is negotiable with the subject teacher and may be determined by the needs of the individual student and/ or teaching group. The support may involve inclusion staff using time to prepare differentiated teaching resources or the SENCO giving advice.

A daily Homework Club is run by the Special needs Support Staff at lunchtime, for the benefit of all students.

Learning support within The Vale Academy is determined by the needs of the students within any particular year. Students can be considered in two main categories for the purpose of provision.

- i) **Students with Special Educational Needs at the SEN Support Level:** As in all academies, The Vale Academy has some students who have significantly greater difficulty in learning than the majority of children of the same age. These students are recorded on the special needs record at the appropriate stage.

The SEN Record within each department handbook is available on SIMS and informs the staff of the student's name, year group, primary need and stage of the Code of Practice.

The student passport (Appendix C) is an important document that outlines the student's nature of difficulty and strategies that teachers can use to support in the classroom. It highlights the provision in place for that student. The Student Passport is designed to be a teaching and learning tool.

At SEN Support Level Stage 1 & 2 it is the responsibility of the Faculty area and class teacher to provide a differentiated curriculum and a Student Passport (Appendix C) is written by the SENCO in consultation with the student, parents, outside agencies (if appropriate) and staff members.

The student will be part of a Target Group that is supported by a Teaching Assistant in some mainstream lessons or may undertake small group interventions outside of the classroom.

At SEN Support Level Stage 3 it is the responsibility of the Faculty area and class teacher to provide a differentiated curriculum and Student Passport (Appendix C) is written by the SENCO in consultation with the student, parents, outside agencies (if appropriate) and staff members. The student will continue to be part of a Target Group that is supported by a Teaching Assistant in some mainstream lessons or receive small group interventions outside of the classroom. Students may be withdrawn to follow a personalised learning programme in PL4US. Specialist help may be bought in from outside the academy.

If required, students are assessed by the Local Authority for formal statementing.

ii) **Students with Special Educational Needs with a Statement**

Support will include all that has been provided within each of the previous stages plus any extra provision detailed in the Statement. This provision and progress is reviewed each year at the Annual Review. A Student Passport will be written by the SENCO which is readily available to staff on the Learning Platform.

## **7. Admission Arrangements**

The academy is an inclusive academy. Students with educational inclusion needs are admitted to the academy in accordance with the normal arrangements, which apply to all students. All students who have a Statement of educational inclusion needs naming the academy shall be admitted to the academy unless the academy cannot meet the educational needs for that student and by admitting the student would place them at a significant disadvantage.

## **8. Specialist Facilities**

The Vale Academy is adapted to enable students who are disabled and/or in a wheelchair to attend the academy. Two purpose built lifts are situated in the academy and ramps enable access to all areas of the academy. The academy has a purpose built Physical Management Rooms with disabled toilet, electronic hoist and plinth for physiotherapy. The Physical Management Room also has a shower. Each floor within the academy has a toilet that enables access for disabled students.

At present the academy utilises iPass- Integrated Physical and Sensory Service for specialist equipment, assessment and specialist advice to support physically disabled students. Technological aids such as lap top computers and specialist software are used when appropriate.

Timetabling and classroom layout are considered sensitively and reasonable adjustments are made to facilitate students with disability.

The SEN base known as Inclusion is situated in the heart of the school on Floor 1 with English and Maths. It houses eight small areas, an office, meeting room, teaching area and storage area. It is equipped with 4 curriculum computers and 8 administration computers.

It has specialist software:

- Dyslexia Screener
- Dyscalculia Screener
- Nessy Reading Programme
- Hodder Access Reading Test
- CAT 4 Assessment
- Progress in Maths Assessment

## **9. Allocation of Resources**

These are allocated from:

- Cash Values for Students
- Low Need High Incident block (Notional SEN Budget)
- Top up funding: High Needs Block

Resources are used specifically for the management of SEN within the academy. This will include

- Purchase of specialist teachers
- Purchase of Teaching Assistants
- The buying in of support services
- The management of identification assessment procedures
- Special education needs administration
- Purchase of offsite provision

### **10. Use of Support Services and Outside Agencies**

The SEN Co-ordinator will maintain links with the LA support service, the schools Psychology Service and special agencies such as the NHS. The pastoral team would be the normal point of contact with Educational Welfare and Head of Students Support with Social Services. Liaison within the academy will ensure appropriate personnel are informed of matters that affect them.

The Vale Academy is situated within North Lincolnshire and has links with:

CAMHS  
Behaviour and Engagement Team  
NCH Young Carers  
The Education Welfare Service  
Advisory Service  
Careers Advice  
Educational Psychology Service  
REACH  
Diversity Services  
TAMNET- Tuition and Medical Needs Education Team  
iPaSS – Integrated Physical and Sensory Service  
DELTA  
FLUENT  
Action for Children  
Local Authority Consultants  
St Hugh's Secondary Academy (Area Special Academy)  
Social Services  
Parent Partnership  
Physiotherapy Service  
Occupational Therapy  
Speech Therapy Support Service  
Trevor Thomas Learning Centre  
Engage  
KEYS 7KS  
Darley Centre  
YPEC  
Bi-Lingual Support Service  
Hearing Support Service  
School Nursing Service

## **11. Links with other Mainstream Schools/ Academies**

The Vale Academy is supported by the DELTA

The Academy has very strong links with our Partner Primary Schools. These include linked training, induction for students who are moving to The Vale, cross phase teaching, invitation to productions, primary secondary liaison meetings within subject areas and primary heads meetings. The SENCO attends Yr 5 or Yr 6 Annual Review Meetings where the academy is notified of prospective students.

The academy works closely with Partner Primary Schools to provide a personalised transition programme for students who may require additional visits to the academy in the summer term before entering year 7. During the first week of the Autumn Term the SEN department provides a high level of support for year 7 students to ensure a positive transition to the academy.

The academy also has links with the local special school and when appropriate, SEN students will attend courses to enhance their education. The special school assists with training and provides advice and equipment for individual students.

The academy has links with North Lindsey College. Some students may attend NLC as part of a vocational accreditation. A member of the NLC SEN Department visits the academy to meet students with SEN and/or disability who plan to join NLC in year 12.

## **12. Links with Health, Social Services and Voluntary Bodies**

The Vale Academy has links with Social and Medical Services for children with Special Educational Needs and/or disabilities.

Voluntary Services – A list is kept in the academy and parents are given any relevant information as appropriate.

Related Policies:

Accessibility Plan

Equal Opportunities Policy

Admissions Policy

## **13. Parent Partnership**

We believe that students make most progress when the academy, students and parents are working together as partners. In the academy we endeavour to communicate positively with parents by:

- Using parental knowledge
- Maintaining a focus on the student's strengths as well as areas of weakness
- Recognising the personal and emotional investment of parents
- Ensuring parents understand the procedures
- Respecting differing perspectives and seeking constructive ways of reconciling different viewpoints
- Respecting the differing needs parents themselves may have
- Recognising the need for flexibility in the timing and structure of meetings

#### **14. Procedures at the Academy**

- Parents are contacted before a student is placed in the SEN Record
- Permission is requested from all parents before their child is seen by any outside agency
- Parents are invited into the academy for the annual review meetings, Student Passport reviews, drop-ins, and for parents' evenings.
- Parents are encouraged to telephone the SENCO at any time if they need to discuss important issues to do with their child's special educational needs and/or disabilities
- Parents may request a review of their child's needs at any time

#### **15. Complaints**

Should a complaint occur, the problem may be dealt with initially at the point of contact and the matter referred as soon as possible to the SENCO who will take up the issue and liaise with all those involved. In some cases it may be necessary to involve the Principal.

#### **16. Criteria for evaluating the success of the SEN Policy**

The successful operation of the SEN policy should ensure a whole academy awareness and response to SEN issues. The success of the policy should be evidenced in the following ways:-

- The standards achieved by SEN students in formal, external and internal tests and examinations
- The extent to which students are achieving their targets (current rate of progress)
- The improvement in reading and spelling scores
- The monitoring of classroom practice, to include in-class support
- The record of parental involvements, including the extent to which parents are involved in helping to support learning programmes at the academy and at home.
- The record of involvement with outside agencies
- The attendance rate and the number of exclusions of SEN students
- The number of students moving up, down or off the SEN stages
- The feedback from teachers, support staff, parents and students
- The evidence of the impact of SEN training for SEN staff
- The SEN Liaison group review of SEN students and dissemination of this information at each faculty meeting

The Vale Academy Policy will be monitored and evaluated on an annual basis.

## **17. Expertise and Training**

The academy has a commitment to continuous staff training and development with regard to meeting the individual needs of all students within the classroom and through statemented support. We are committed to maintaining and improving the level of staff expertise in this area.

In service training:

The CPD co-ordinator will maintain an overview of training needs.

In service training needs for SEN will normally arise in the following ways:-

- a whole academy need is identified e.g. the teaching of students on the autistic spectrum
- a department identifies a need
- an individual teacher identifies a need
- Learning Support Assistants identify a need

The above items will normally be met by one of the following means:

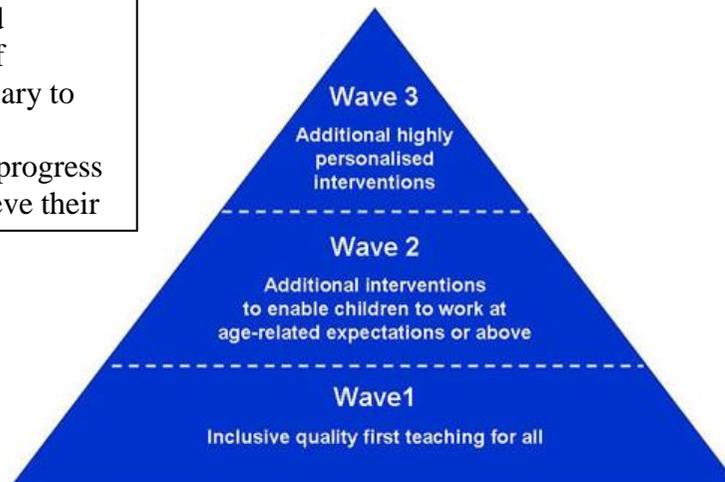
- Courses provided by the DELTA core team
- Courses provided by outside agencies
- SENCO meeting individual staff or departments

Whole academy training needs may be described and provided for via the academy improvement plan, whilst faculty needs would normally be identified as a result of appraisal. Other needs may be responded to as and when they arise and normally in consultation with the CPD co-ordinator. Opportunities are made available whenever possible for individual staff to gain qualifications in related skills and expertise

## Waves of Intervention Model

Integral to a school's work on maximising achievement for under-performing children is the strategic management of Wave 2 and Wave 3 provision. Provision mapping is a way of ensuring that provision is deployed transparently and consistently across the school and provides a clear picture of the school's approach to tackling under-performance and best-value use of resources.

**Wave 3** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their



**Wave 2** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of students with similar needs. Programmes

**Wave 1** describes quality first teaching which takes into account the learning needs of all the children in the classroom. This

Appendix A

VALE WHOLE SCHOOL PROVISION MAP										2013-2014	
WAVE		Type of Intervention		Intervention							
Wave 3 Specialist	Cognition & Learning		1:1 Catch up Literacy Specialist Dyslexia Teaching				Ed Psych Intervention Programmes		1:1 Numeracy/ TA / Needs basis / Shared area		
	Communication & Interaction		SALT / SALT Service assessment & identified programme & TA delivers								
	Emotional & Social & Behaviour		1:1 CAMHS Support Worker (Needs basis) / Forrest School / Ed Psych assessment and identified programmes / 1:1 Fluent support/ DELTA support / 1:1 Mentoring Student Services								
	Physical & Sensory		ESHV: X1 Blind Student: full time TA support and resource centre. Hearing Support Service x1 Termly Occupational Therapy: Madeline Portwood Programme: Trained TA / needs basis Physical Therapy Programme: Trained TA / needs basis								
	Medical		School nurse / CAMNET								
	Assessment		SALT = ½ termly / Ed Psych = needs basis / Occupational Therapy / Physical Therapy								
Wave 2 Targeted	Literacy		Corrective Reading Programme/Toe By Toe/Nessy/ Lexia (See Literacy: Provision Map) Handwriting Programme x1hr weekly.								
	Numeracy		Power of 2								
	Emotional & Social Development		PL4US CALL = x1hr per week			Adult mentors / TA / needs basis		Engage CALL			
	Assessment		Emotional Literacy Assessment / Dyslexia Screener & Portfolio / SDQ Questionnaire/ PiM Assessment								
	Subject Departments		1. Targeted Intervention	2. Lunch/Tutor Revision	3. After School Revision	4. Holiday/Weekend Revision	5. External Provision	6. Coursework Clinic			
	Year 6		Transition	SEND: Visit by SEN staff to primaries (Y6)/ Extra familiarisation visits to the Vale for some SEN students/ SENCo attends Annual Reviews (Y6)							
		Y6: Open day and evening/ Visit to the Primary school once a place has been gained/Visit to the Y6 teacher to discuss each student/Induction Day/Evening July/ Settling in Evening October Y7									
		Y5 taster day: all feeder primary students experience a day in the academy.									
Wave 1 Universal	Core Curriculum				Differentiated Curriculum			Social Emotional & Curriculum			
	Quality T&L	NC KS3	NC GCSE KS4	BTEC Qualification	Entry Level Eng, Ma, Sci	Study Plus KS3	Study Plus KS4	PSHE			
	Baseline Assessment		Access Reading Test		Dyslexia screener		CAT 4	KS2 SATs	Teacher Assessment Internal moderation & cross school moderation		

Appendix B

**SEN Cause for Concern Referral Form**

(Please complete this form with as much detail as possible)

Name of Student \_\_\_\_\_ Class \_\_\_\_\_ SEN Status \_\_\_\_\_

**1. Please tick which area(s) of SEN is/are of concern for this student**

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

**2. Briefly explain what difficulties they are experiencing in accessing the curriculum.**

**3. Briefly explain how you have differentiated the work for this student.**

**4. Please detail any other factors which might be relevant i.e. recent conversations with parents or intervention work carried out.**

**Action taken by SENCO:**





