

# Edlington Victoria Academy



## SEND Policy

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<b>MRS A DENOVAN</b>
<b>APPROVED: MR G TINKLER</b>	<b>GOVERNOR</b>
<b>SIGNED:</b> 	<b>ROLE: CHAIR OF GOVERNORS</b>
<b>TO BE REVIEWED: NOVEMBER 2021</b>	<b>NOV 18</b>

Please Note:

**Section 1: Main Contact details and Policy key dates**

Name and contact details of the Executive Principal & Principal of Academy:

Mrs Beryce Nixon  
Executive Principal

Mrs Emily Clark  
Principal

Name and contact details of the SEND Co-ordinator:

Mrs Adela Denovan  
SENCO

Date of previous Policy	November 2016
Reviewed Policy agreed by Governing Body on:	
Reviewed Policy shared with staff on:	
Shared with parents/ carers on:	
Policy to be reviewed again on:	November 2021

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## Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for academies, February 2013
- Statutory Guidance on Supporting pupils at academy with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, January 2014
- Teachers Standards 2012
- National Inclusion Statement
- Relevant National Curriculum frameworks/ document : See Academy Website

2.2 Our academy has separate policies in place for:

Safeguarding, Accessibility, Assessment, Anti-Bullying, Behaviour and Rewards,  
Managing Medicines in School

2.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010.

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## Section 3: Our school Values

### 3.1 Our Academy Values

- ❖ All share a relentless drive to support every child to make better than good progress in their learning to reach their full potential – **Raising Standards**
- ❖ Have the highest expectations of all children and staff – **Raising Expectations**
- ❖ Ensure all children become highly motivated and can challenge themselves to meet high expectations and aspirations – **Raising Aspirations.**
- ❖ Help children develop high self-esteem-respecting and taking responsibility for themselves, others and the environment - **Raising Aspirations.**
- ❖ Recognise and reward success – **Rewarding Success**
- ❖ Deliver consistently high quality lessons which enable students to learn well – **Teaching and Learning**
- ❖ Develop independent learning, communication, literacy and numeracy skills across all subject areas  
– **Core Skills**
- ❖ Provide a creative and challenging curriculum which is personalized to meet the needs of all students – **Curriculum**
- ❖ Create a variety of opportunities to promote students' spiritual, moral, social and cultural development – **SMSC**
- ❖ Learning partnerships between academy, home and the community - **SMSC**

## Section 4: Aims and Objectives of our approach to SEND

4.1 We will continually strive to achieve the academy's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will raise the children's standards of attainment, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- earn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the academy.

Educational Inclusion is about opportunities for everyone but at Edlington Victoria Academy we pay particular attention to certain vulnerable groups and their families.

- Girls, boys, women, men and anybody who identifies as LGBT.
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners need support to learn English as a second language Learners with physical and or sensory difficulties and disabilities
- Learns with educational needs including those recognised as gifted and talented
- Those who are looked after by the local authority

- Those living with illness either themselves or where they are a young carer
- Those who are families under stress
- Learners who are at risk of disaffection and exclusion
- We recognise that pupils learn at different rates and that there are many factors affecting achievement. Many pupils, at some point, experience difficulties of a long or short term nature requiring support. We aim to identify these needs as they arise and provide for them so that the learner still has the chance to fulfil their potential. Edlington Victoria Academy has a flexible and efficient system of provision in place to offer support to those who are in need which can be withdrawn when appropriate.
- The current SENDCO works alongside the Principal, Pastoral Lead and the Office Manager who is also responsible for overseeing the monitoring of pupil attendance.

#### 4.2 Our Objectives are:

- to work in partnership with families and others involved in the care of children in our academy
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole academy" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEN through well targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN
- to map provision across our academy to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners

- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- To work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

## **Section 5: Definitions of SEN and of Disability**

### **5.1 SEN Definition**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 academy's or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

### **5.2 Communication and Interaction (C and I)**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or 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 Spectrum Condition (ASC), including Asperger's Syndrome and Autism, 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.

### 5.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD), where a specific aspect of their learning is a potential barrier. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; 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;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

### 5.4 Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behavior should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (besd) is no longer a type of SEN.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable 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 and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in academies.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-academies--2>

### 5.5 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which 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 and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

## 5.6 Difficulties which may not be related to SEN

Some children in our academy may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## 5.7 Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

At Edlington Victoria Academy, we have an inclusive curriculum and will meet all reasonable adjustments so that pupils with a disability are included in all areas. This also includes provision for after-academy clubs and physical activities.

## **Section 6: Graduated approach to identifying if a child requires SEN Support**

### 6.1 Whole academy general Identification and Assessment

All our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
  - listening to and following up parental concerns
  - listening to and taking into account the child's views, wishes and feelings
  - the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
  - reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
  - liaison with academy's and other settings on phase and in year transfer
  - exchanging information from other services across education, health, care and the voluntary sector
  - involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
1. **A child's progress is tracked through 'otrack' and reviewed each term on a whole academy basis to identify the progress a child is making.**
  2. **Formative assessment is used in all lessons to track how a child is making progress towards the Age-related Objectives. This is using a system called class track.**
  3. **Pupil Progress meetings are undertaken with each teacher, each term to ensure that the provision in place is meeting the needs of all the learners within the class.**
  4. **The SEND Co-ordinator meets each term, with each teacher to review the progress of SEND and to identify any pupil who may need further support.**
  5. **Where a specific need has been identified, then a Support plan will be put in place and targeted provision and strategies to support learning will be implemented.**
  6. **A Termly review meeting with parents and other agencies will provide evidence of the targets being achieved and the evidence to show this.**

## 6.2 General provision for **all** children using core academy funding

All children will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.

Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual academy curriculum.

Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN.

The whole academy provision map enables us to:

- plan strategically to meet children's identified needs and track their provision;
- audit how well provision matches need;
- recognise gaps in provision;
- highlight repetitive or ineffective use of resources;
- cost provision effectively;
- demonstrate accountability for financial efficiency;
- demonstrate to all staff how support is deployed;

- inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
- Focus attention on whole-academy issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### 6.3 Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our academy meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- bilingual support/access to materials in translation
- differentiation of curriculum resources
- homework/learning support club
- ***SMART*** target setting
- booster intervention groups
- emotional wellbeing, friendship and support groups
- co-ordination and handwriting support groups
- support to participate in the life of the academy
- A range of after-academy programmes are planned each term to support both academic learning and the social and emotional development of a child.

### 6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- Plan, Do, Review meetings held along with invited professionals e.g. ASCETS, Educational Psychologist
- observations and planning meetings with lead professionals e.g. Speech and Language service, Physiotherapy
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-academy processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- Regular meetings about children's progress between teachers and the Executive Principal and Principal of the Academy.

## 6.5 Additional SEN Support provision, monitoring and review using academy's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support to replace Academy Action and Academy Action Plus from September 2014. We will meet with parents during the autumn term to discuss whether their child should continue to receive SEN provision at this level. Every academy has a whole academy annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by academy's locally. In line with national academy funding, our academy will deploy a minimum of £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN Support is as follows:

- the class teacher, sometimes with the SENCO, will discuss with parents if we feel that their child requires SEN Support;
- additional SEN support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer;
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an SEN Support Plan (SSP));
- children will have targets they can understand;
- Our SSPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended;
- we will use the latest LA's guidance on SEN Descriptors;
- targets will address the underlying reasons why a child is having difficulty with learning;
- our SSPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership' of their SSP;
- our SSPs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- targets for an SSP will be arrived at through:
  - discussion, wherever possible, with parents/carers, teachers, support staff and the child
  - discussion with other practitioners and agencies as appropriate
  - classroom observations by the academy's Special Educational Needs Co-ordinator (SENCO) and other senior leaders;
- Our SSPs will be time-limited – at termly review, there will be an agreed "where to next?"
- Our SSPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the child's class teacher, SENCo and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole academy interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support

### **Section 7: Request for statutory education, health and care assessment**

For some children with SEN, despite the academy, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

When specialist equipment or a high level of staffing support is required to support a child with SEN, our academy will fund this as part of additional SEN support up to £6,000 per year for each individual child. Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other academy's in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted.

### **Section 8: Statement of Special Educational Needs or Education Health and Care Plan**

Children with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for **children in receipt of SEN Support** and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

## **Section 9: Management of SEND within our Academy**

### **9.1 General**

The Executive Principal and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Principal and the Governor with responsibility for SEN on the ongoing effectiveness of this policy. The Designated Teacher for Looked after Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENCO where a child may also have SEN.

All staff in academy have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

1. All staff new to academy will have a copy of this policy.
2. Annually on class transfer – Information will be updated in the class file about the SEND pupils and the Support Plans.
3. The SEND CO-ORDINATOR will meet with all new staff to ensure that have a full understanding of the systems and processes to monitor the progress of SEND pupils.

### **9.2 Executive Principal & Principal of the Academy**

The Executive Principal & Principal of the Academy are responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn

### **9.3 Special Educational Needs Coordinator (SENCO)**

Our SENCO will oversee the day- to-day operation of this policy and will:

- Be a qualified teacher working at our academy. If our SENCo has not been employed in this capacity at our academy or elsewhere for at least 12 months, he/she will gain statutory accreditation within three years of appointment
- strategically support the quality of teaching, evaluate the quality of support and contribute to academy improvement
- maintain and analyse our whole-academy provision map with the Pupil Premium Leader for vulnerable and disadvantaged children
- identify on the provision map those children requiring SEN support from the academy's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans
- co-ordinate provision for children with SEN
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on all children with SEN
- liaise with parents of children with SEN, in conjunction with class teachers

- contribute to the in-service training of staff as part of the academy's development plan and annual schedule of continuous professional development
- review and revise learning and wider outcomes on SSPs
- co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEN or Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for children moving into and out of our academy
- evaluate regularly the impact and effectiveness of all additional interventions for children with SEN
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEN may require significant support through statutory processes
- attend SENCO network meetings and training as appropriate
- liaise with the academy's SEN Governor, keeping him/her informed of current issues regarding provision for children with SEN
- liaise closely with a range of outside agencies to support vulnerable learners

#### 9.4 Classroom and subject teachers

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEN support;
- be responsible for meeting special educational needs under the guidance of the SENCO and Head of Academy;
- have high aspirations for every child setting clear progress targets; and
- Involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

#### 9.5 Learning Support/Teaching Assistants / Pastoral & Intervention Manager (PIM)

- LSAs/HLTAs are part of our whole academy approach to SEN working in partnership with the classroom teacher and the SENCO.
- We deploy our LSAs/HLTAs depending on their level of experience.
- Our LSAs/HLTAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSA/HLTAs can be part of a package of support for the individual child but are never be a substitute for the teacher's involvement with that child.
- The PIM will liaise with class teachers and LSAs/HLTAs about the pastoral provision provided for a pupils. These need will be incorporated into support plan documentation in order to ensure that all needs are captured within the plan.

## **Section 10: Partnership with Parents/Carers**

Our academy aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform academy of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the academy will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the academy can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;
- producing an SEN Information Report that will be published on the academy website; and
- Publishing information about the Pupil Premium (expenditure & impact) on the academy website.

## **Section 11: Involvement of Children**

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEN Support Plan; and
- Create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

## **Section 12: Supporting pupils at the Academy with medical conditions**

Some children in our academy have medical conditions that require care and support to enable full access to education, including academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

At Edlington Victoria Academy, all pupils with medical needs are given a medical plan. This is undertaken with an annual meeting with parents in order to gain a full insight into all the needs and the adjustments that the academy may take in order to meet these needs. This plan is then signed by all parties. Parents should contact the academy if any further needs arise.

Further details can be found on the 'Managing Medicines in School' policy.

## **Section 13: Effective Transition**

For all children, we will ensure early and timely planning for transfer into our academy, within our academy year groups and onto the next phase of education. During the year in which children are due to change academy, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our academy or other reasonable adjustments in addition to normal arrangements for all children.

When children are due to leave our academy, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.

A transition timeline will be produced and shared with the family.

For children with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the children at their feeder academy if invited.

## **Section 14: Admission Arrangements**

No child will be refused admission to academy on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the academy*).

### **Section 15: Statutory Assessment Access arrangements**

- All pupils identified on the SEND register will be entitled to access arrangement in line with the DFE guidelines.
- All pupils will be entitled to these access arrangements as part on the on-going cycle of assessing progress within academy. This will be a part of their normal class provision when needs have been identified within academy.
- Statutory assessments currently within academy are:
  - Foundation 2 baseline assessments – this is conducted through an on-going cycle of observations of the pupil.
  - KS1 (yr. 2) Statutory assessment processes which involve national tests as well as on-going evidence.
  - KS2 (yr. 6) Statutory assessment processes which involve national tests as well as on-going evidence in writing.
- In other year groups on-going assessment is conducted each term. Provision to access these assessments will be part of the pupil's on-going entitlement to provision

### **Section 16: Storage of records**

- All pupil records on SEND are stored within a locked filing cabinet for the purpose of confidentiality. These are retained whilst the child remains within the academy.
- When a child transfers to another academy, the files are transferred to the appropriate co-ordinator: SEND / Designated person for child protection of looked after pupils. A signed record of this transfer takes place and a copy of the child records are scanned and kept for a period of **seven years**.
- Records on pupil's behaviour and social and emotional needs are located within Cpoms, this is an online storage of information. The academy pays a subscription for this on an annual basis. On transfer to another academy, this information is transferred into an electronic document to the next academy.

### **Section 17: Complaints**

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Head of Academy and then the Executive Principal. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy*)

### **Section 18: Other key members of staff in our academy**

Name of Designated Teacher with specific Safeguarding responsibility:

Mrs L Hobbs, Mrs E Clark Principal, Mrs B Nixon Executive Principal

Name member of staff responsible for managing PPG/LAC funding:

Mrs L Dyer Academy Business Manager, Mrs E Clark, Principal, Mrs A Denovan SENDCO.

Name of member of staff responsible for managing the Academy's responsibility for meeting the medical needs of pupils:

Mrs E Clark, Principal & Mrs L Hobbs

### **Section 19: Links with Other Services**

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email

[psychology@doncaster.gov.uk](mailto:psychology@doncaster.gov.uk)

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email [sen@doncaster.gov.uk](mailto:sen@doncaster.gov.uk)

Parent Partnership Service: Contact number 01302 736920 or email

[parent.partnership@doncaster.gov.uk](mailto:parent.partnership@doncaster.gov.uk)

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email

[apws1@doncaster.gov.uk](mailto:apws1@doncaster.gov.uk)

Virtual Academy for Children in Care: Contact number: 01302 737242

[CiCEducationService@doncaster.gov.uk](mailto:CiCEducationService@doncaster.gov.uk)

Children with Disabilities Team: Contact number: 01302 735885 or email

[dcr@doncaster.gov.uk](mailto:dcr@doncaster.gov.uk)

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email [jenni.machin@doncaster.gov.uk](mailto:jenni.machin@doncaster.gov.uk)

Ethnic Minority and Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email [emtas@doncaster.gov.uk](mailto:emtas@doncaster.gov.uk)

## Section 20: Information on where Doncaster Local Authority's Local Offer is published

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

This SEND Policy was updated in Nov 2018 and will be reviewed annually by the Governing Body.

Signed by Executive Principal:	
Signed by Chair of Governors:	

### **Appendix 1: Annual Cycle of Review Guidance on Leadership of this area**

<b>Month</b>	<b>Actions to undertake</b>
<b>Nursery &amp; Reception Induction April - June</b>	<ul style="list-style-type: none"> <li>• Allocated place in April</li> <li>• May – meet with health visitor to discuss pupils and any identified needs both SEND and Health.</li> <li>• Meet with any pre-academy providers identified (Usually buttons in this area or Warmsworth pre-academy. Identify any SEND needs or Medical Needs.</li> <li>• Apply to LA for any pre-EHCP/ EAI funding in order to allow time to collate evidence for EHCP.</li> <li>• Meet with Head of Academy to discuss needs and any additional support that may be needed for the child.</li> </ul>
<b>June / July</b>	<ul style="list-style-type: none"> <li>• Ensure all data end of year data for SEND is analysed and evaluated. Link an areas to Action Plan for further development.</li> <li>• Prepare SEND register for September.</li> <li>• Identify any pupils needing to be removed from the register or updated on to the register. (less likely with new criteria)</li> <li>• Update the SEND Local offer ready for the Academy website.</li> <li>• Review the impact of the provision map against the outcome data. Which has been effective and which have not?</li> <li>• Prepare report for Executive Principal, Principal &amp; Governors on the impact of the interventions and how much progress has been made.</li> <li>• July – ensure all files for SEND are transferred to the next teacher and meetings are held to discuss pupil needs.</li> <li>• Plan additional transition for pupils with SEND to ensure that this is effective for the next stage of their learning.</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• Update register with any pupils new to the academy in preparation for the academy census.</li> <li>• Review all support plans and plan a termly review cycle for the year to ensure these are completed.</li> <li>• Review the whole data – Year 6, Year 2 Yr. 1 phonics and GLD so you are clear about the SEND data against national expectations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Meet with class teachers in relation to pupils on support plans and pupils on group interventions.</li> <li>• End of September: collect in provision maps from class teachers – ensure all targets set are appropriate and linked to 'SMART' targets.</li> <li>• Initial meeting with Education Psychologist (EP) to plan out the support for identified pupils. Discuss SEND data within academy and progress made.</li> <li>• Organise support plan meetings with parents and external agencies.</li> <li>• Plan all Annual Reviews for pupils on EHCP/Statement in conjunction with LA</li> <li>• Ensure all medical plans have been updated and signed by parents.</li> <li>• Ensure all Personal Evacuation plans are completed alongside the Academy Business Manager for any pupils with a disability.</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• SEND provision map to Governors with outlined costs</li> <li>• Carry out focused support plan meetings</li> <li>• Monitor and review all interventions implemented by: <ul style="list-style-type: none"> <li>*drop in sessions</li> <li>* discussion about evidence with class teacher</li> <li>* Pupils interviews</li> </ul> </li> <li>• Refer any new pupils to speech &amp; Language from nursery and reception teachers in liaison with Foundation Stage Leader.</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Continue to conduct support plan meetings – linking to termly review cycle with EP.</li> <li>• Monitor &amp; review the intervention provision</li> <li>• Inclusion meeting: Updates from other team members <ul style="list-style-type: none"> <li>Review attendance</li> <li>Review CAF/Tac pupils with SEND</li> <li>Review multi-agency work</li> <li>Updates from Pastoral &amp; Intervention Manager</li> <li>Review any concerns raised by any class teacher about a child.</li> </ul> </li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Review attainment &amp; Progress data for SEND pupils. Provide report for Executive Principal, Principal &amp; Governors.</li> <li>• Review the impact of the provision map</li> <li>• Review all support plan evidence and start to progress to LA for formal EHCP if required.</li> <li>• Update all support plans with parental feedback &amp; pupil voice.</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Meet with class teachers and LSAs in order to review pupil outcomes.</li> <li>• Class teacher to update targets on support plans through meetings with SENCO and group interventions.</li> <li>• Provision map compiled from this information if requires any adapting to meet needs &amp; costs included for Governors.</li> <li>• Update register in preparation for academy census with any changes or pupils new to the academy.</li> <li>• Meet &amp; Plan with the EP in order to outline focus of support plans.</li> <li>• Carry out review of support plans with class teachers to ensure that all parties are clear about the evidence required.</li> <li>• Update any medical plans if required after liaison with multi-agencies.</li> </ul>

<b>February</b>	<ul style="list-style-type: none"> <li>• SEND provision map to Governors with outlined costs</li> <li>• Carry out focused support plan meetings</li> <li>• Monitor and review all interventions implemented by: <ul style="list-style-type: none"> <li>*drop in sessions</li> <li>* discussion about evidence with class teacher</li> <li>* Pupils interviews</li> </ul> </li> <li>• Refer any new pupils to speech &amp; Language from nursery and reception teachers in liaison with Foundation Stage Leader.</li> <li>• Inclusion meeting: Updates from other team members <ul style="list-style-type: none"> <li>Review attendance</li> <li>Review CAF/Tac pupils with SEND</li> <li>Review multi-agency work</li> <li>Updates from Pastoral &amp; Intervention Manager</li> <li>Review any concerns raised by any class teacher about a child.</li> </ul> </li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Statutory assessment – Apply for an access arrangements via NCA Tools.</li> <li>• Review attainment &amp; Progress data for SEND pupils. Provide report for Executive Principal, Principal &amp; Governors.</li> <li>• Review the impact of the provision map</li> <li>• Review all support plan evidence and start to progress to LA for formal EHCP if required.</li> <li>• Update all support plans with parental feedback &amp; pupil voice.</li> </ul>
<b>April</b> (induction process outlined above)	<ul style="list-style-type: none"> <li>• Meet with class teachers and LSAs in order to review pupil outcomes.</li> <li>• Class teacher to update targets on support plans through meetings with SENCO and group interventions.</li> <li>• Provision map compiled from this information if requires any adapting to meet needs &amp; costs included for Governors.</li> <li>• Update register in preparation for academy census with any changes or pupils new to the academy.</li> <li>• Meet &amp; Plan with the EP in order to outline focus of support plans.</li> <li>• Carry out review of support plans with class teachers to ensure that all parties are clear about the evidence required.</li> <li>• Update any medical plans if required after liaison with multi-agencies.</li> </ul>
<b>May</b> (induction process outlined above)	<ul style="list-style-type: none"> <li>• Statutory Assessment Yr. 6 and Yr. 2 – ensure all access arrangements are applied for SEND pupils.</li> <li>• Carry out focused support plan meetings</li> <li>• Monitor and review all interventions implemented by: <ul style="list-style-type: none"> <li>*drop in sessions</li> <li>* discussion about evidence with class teacher</li> <li>* Pupils interviews</li> </ul> </li> <li>• Provision map to Governors with costs outlined.</li> <li>• Inclusion meeting: Updates from other team members <ul style="list-style-type: none"> <li>Review attendance</li> <li>Review CAF/Tac pupils with SEND</li> <li>Review multi-agency work</li> <li>Updates from Pastoral &amp; Intervention Manager</li> <li>Review any concerns raised by any class teacher about a child.</li> </ul> </li> </ul>



### **Appendix 2: Inclusion Team**

Inclusion Team meeting will be held once each term: Nov, Feb, and May in order to discuss the impact of the provision being implemented for each pupil. It also ensure that each leader in academy is clear about the intervention they are carrying out for a pupil and what evidence they should be submitting to the SENCO.

#### **Academy Inclusion Team**

SENCO	Head of Academy	Pastoral & Intervention Manager	Pupil Premium Co-ordinator	Attendance	Multi-agency Invitation
A Denovan	E Clark	L Hobbs	E Clark	R Hardy	Any agency to support the meeting

#### **Wider Multi-Agency Team**

Educational Psychologist	Educational Welfare	Speech & Language	Occupational Therapist	Academy Nurse	Early Help	Children's Social Care	Ascets Team	Behavioural Support
Emily Allsop (trainee)	A	K Jarvis	various	various	Early Help Hub	various	R.Robson	PLC D. Martin

**Appendix 3: Swift & Easy Referral Procedures:**  
 N/B: CAF will be replaced with term e-early health assessment.

Referral made by Class Teacher. Concerns.

Inclusion Policy

Academy Referral passed to SENCO or Pastoral & Intervention Manager

SEND Policy

Behaviour Policy

Vulnerable Pupils Register

SEND Policy Medical Needs Policy

Safeguarding & Child Protection Policy. LA Threshold Guidance

Attendance Policy

**Specific Learning Referral**  
 Senco  
 Areas of learning required. Intervention programme established with LSA

**Behaviour Support referral**  
 Areas of support assessed and in academy programmes put in place for child. Log on cpoms.

**Emotional Support**  
 P&IM would implement support – discuss with parents. Make referrals to

**Health Referral**  
 Academy nurse and parents contacted regarding health issues. E.G Glasses, confidence, hygiene, speech

**Designated Person Log on cpoms Referral & Response**

**Attendance Procedures**  
 Below 96% a letter sent from academy. First day absence attendance officer if not call to academy

**Support Plan**  
 Smart Targets  
 Multi-agency involvement – link with CAF/TAC  
 Termly review of targets

**Educational Psychologist**  
 Involvement from EP  
 Termly review of provision implemented and outcomes.

**Intensive Support Programmes**  
 Specific behaviour programmes put in place with learning mentor  
 LA Behaviour Thresholds

**ARC**  
 Caf/Tac  
 Multi-agency involvement.  
 Referral Bentley High Street  
 More intensive work

Pastoral Support programme in academy. Level 1/2/3

**Academy Nurse**  
 Possible referrals to doctor if required or to see community pediatrician  
 Links with communication paths for autism/adhd etc.

**Children's Social Care Involvement.**  
 Child in need level  
 Child Protection  
 Child placed in Care

**Educational Welfare**  
 Visits made by EWO attendance monitored over next three weeks  
 Health referrals made linked to

Specific Learning Programme Speech & language etc.

**Referral EHCP**  
 EHCP referral  
**SEN Panel**  
 Referral for special academy placement.

**LSA support**  
 Support in class required to follow intensive support programme.  
 Behaviour plan with targets.  
 Structure implement for the whole of the academy day.

**LA Inclusion Panel Referral**  
 Referral to LA panel for place at pupil referral unit.

Referral for more intensive one to one – Early Help Hub  
 Referral for Academy Counselling.

**Early Help Hub CAF/TAC**  
 Counselling programmes to support issues. Family crisis  
**NSPCC**  
 Support Programmes  
**Camhs Team**

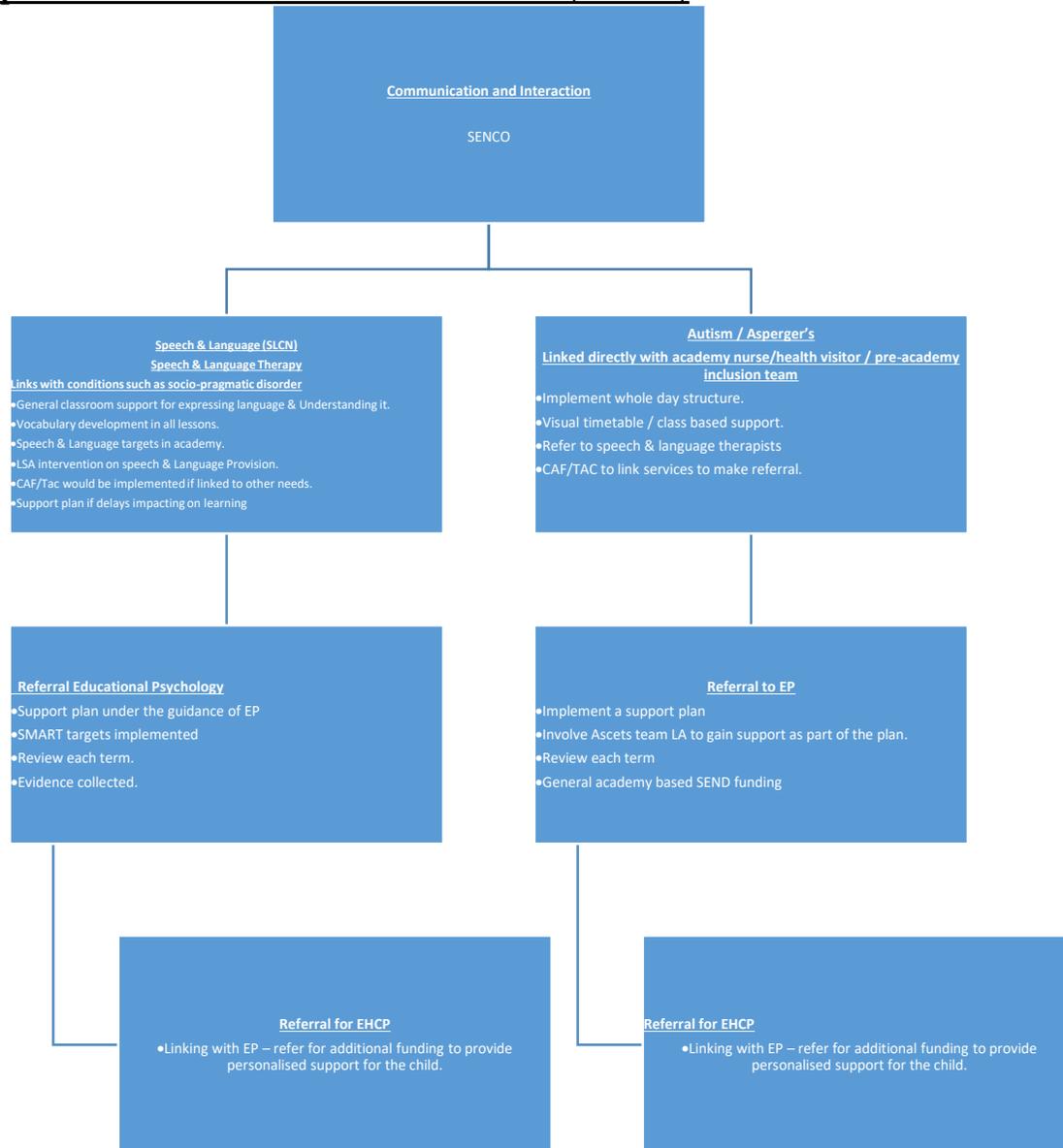
**CAMHS Located with Early Hubs**  
 Specific mental health concern links with academy nurse  
 Must have CAF/TAC or 4/5tier

**Speech Therapy Links to PCT Child Assessment for specific needs**

**Safeguarding board Social workers**  
**LAC Teacher / LAC Governor.**  
 PEP in place  
 Additional Funding  
 LAC

**ASP Procedures**  
 If attendance does not improve SAP put in place with EWO  
**FPN Holidays**

**Appendix 4: Communication and Interaction (C and I)**



This area of special educational need covers children and young people who have speech, language and communication needs and/or autism (having a speech, language or communication need does not necessarily mean that a child has autism).

Children and young people 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 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.

Communication and interaction does not have to involve the use of language and speech. Many children with difficulties in this area are delayed in using language and shy away from using speech; so other methods of communication need to be established before speech and language will follow, for example, physical gesturing, facial expression and body language.

Autism is often described as a ‘hidden’ disability, especially when children and young people are quite able and can appear like everyone else. However, children and young people with autism will usually have noticeable differences when they are interacting with others, for example, not responding typically when they are approached or finding it difficult to start conversations and make friends.

There are a range of things that can be done to support children and young people in academy and other areas of life if they have communication and interaction difficulties. In the first instance, you can speak to the class teacher or to the Special Educational Needs Coordinator (SENCo).

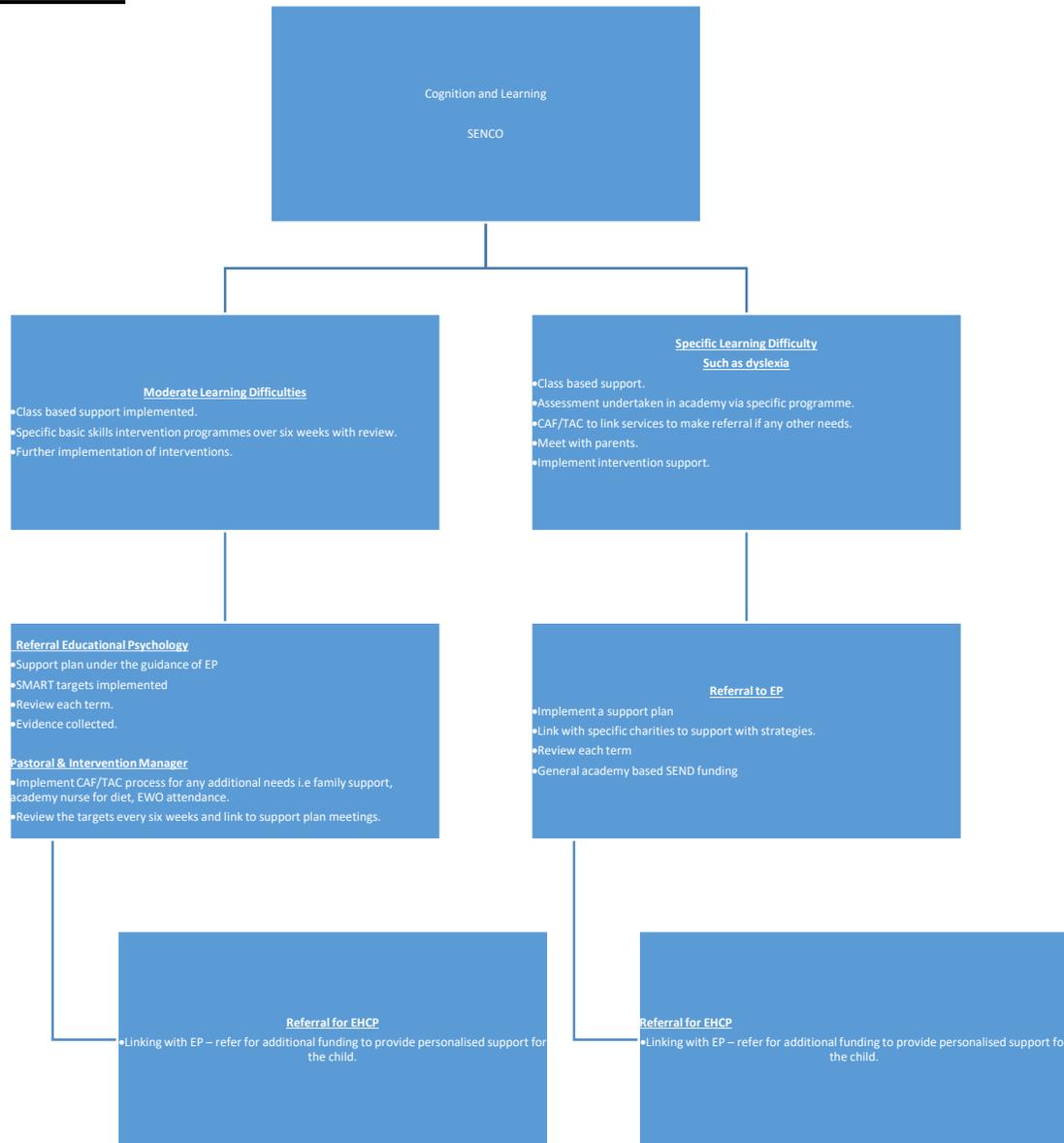
In Devon, you can also get help and advice from the [\*Communication and Interaction Team\*](#) who will be able to explain what support is available and point you to further information.

### **Further Information**

You can find more information and resources at the following external websites;

- [\*Autism Education Trust\*](#) (AET)
- [\*The Den\*](#) (part of the AET, for children and young people with autism)
- [\*The Communication Trust\*](#) (where you can also download the excellent [\*communication supporting classroom observation tool\*](#))
- Have a look at what a primary aged pupil told us about what he felt was important [\*to academy staff as a guide for supporting pupils in academy\*](#).

**Appendix 5:**



## **Cognition and Learning:**

Children and young people with learning difficulties have a primary need around their ability to learn and do well at academy – rather than a physical or emotional need. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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.

Most children and young people with learning difficulties will be supported in their mainstream academy. Occasionally, they may require more specialist help, based on the type and level of needs they have. Advisory teachers and educational psychologists, where they are involved, can provide guidance in academies.

### **Specific learning difficulties include:**

#### **Dyslexia**

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

#### **Dyscalculia**

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

#### **Dyspraxia**

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.).

Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

#### **Moderate Learning Difficulty (MLD)**

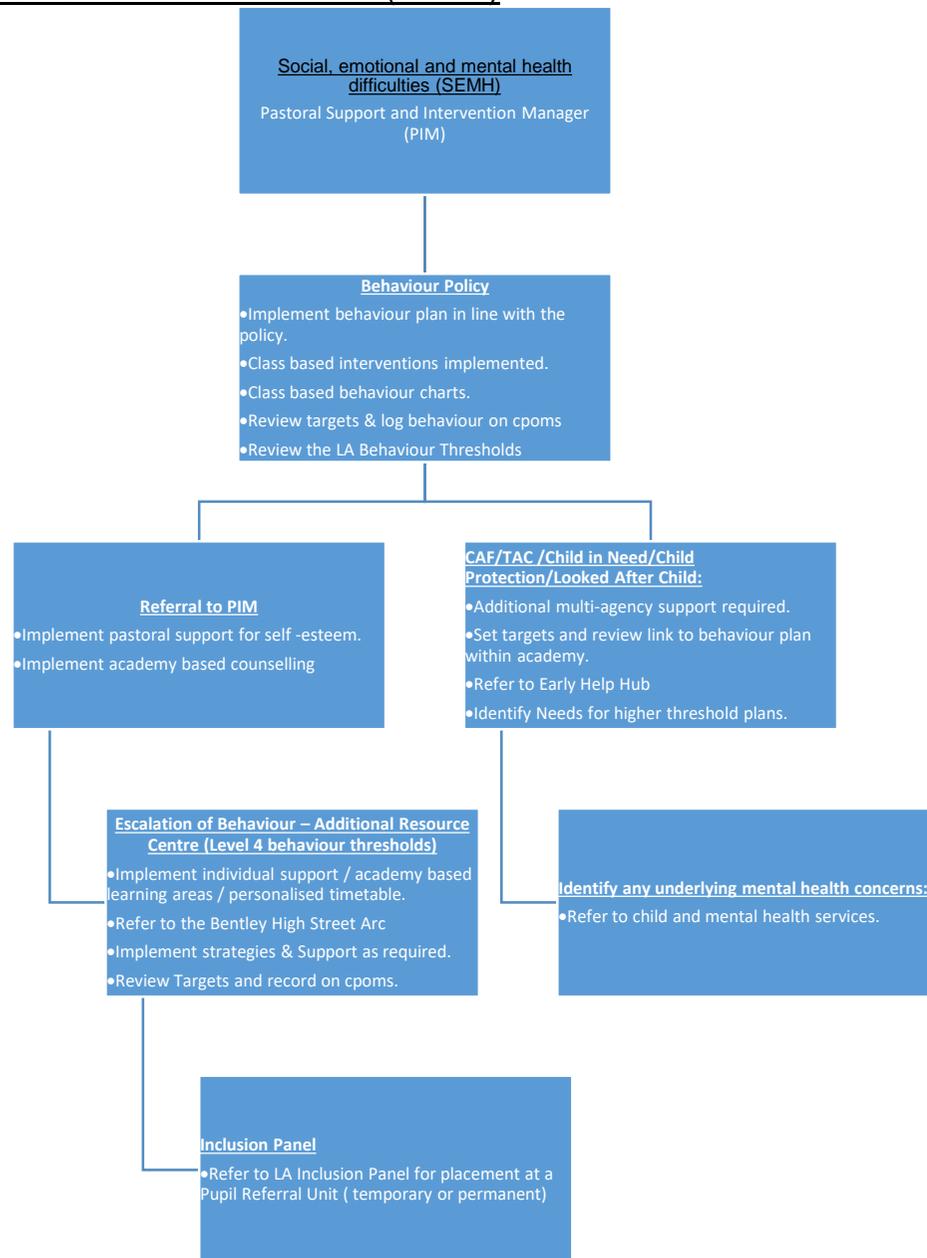
Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

#### **They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum.**

Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Additional codes are Severe Learning Difficulty and Profound and Multiple Learning Difficulty within this area.

Appendix 6: Social, emotional and mental health difficulties (SEMH)



### Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behavior should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (besd) is no longer a type of SEN.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable 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 and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

#### **Behavioural, Emotional and Social Difficulty (BESD)**

Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective academy behaviour policy and personal/social curriculum.

**Pupils should only be recorded as BESD if additional educational provision is being made to help them to access the curriculum.**

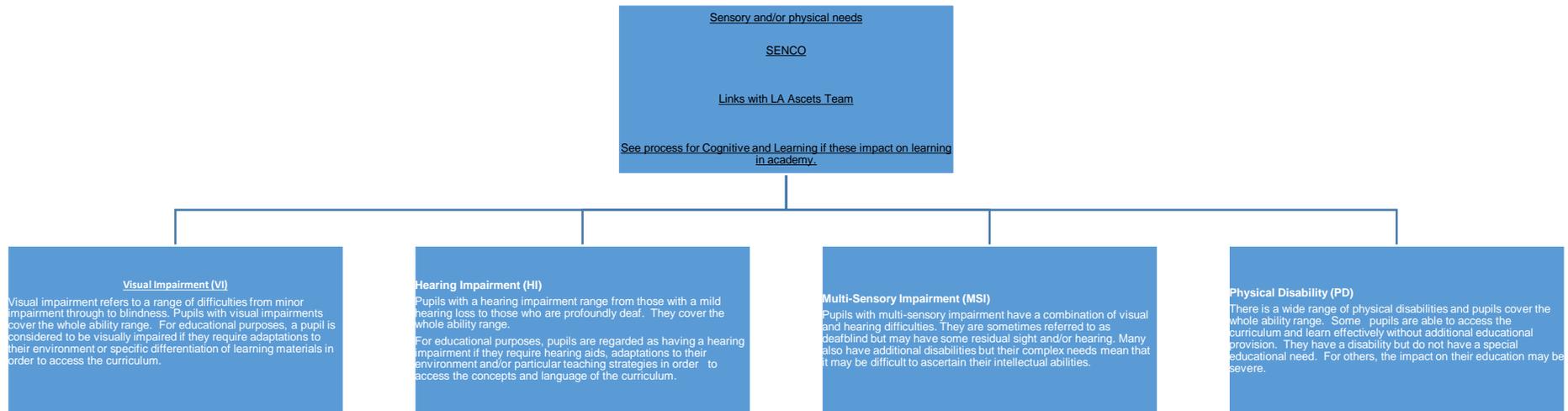
At the milder end of the continuum, pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unstructured time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults.

Other pupils may provoke peers and be confrontational or openly defiant and sometimes physically aggressive towards peers and adults. They are often off task and have a very short concentration span. Their self-esteem is low and they find it hard to accept praise or to take responsibility for their behaviour. Some pupils may not be able to function at all in group situations and exhibit persistent and frequent violent behaviour which requires physical intervention.

Other pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They will be withdrawn, quiet and find it difficult to communicate.

Pupils with attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) should be recorded in this group if additional educational arrangements are being made to support them. Pupils with ADD may have reduced attention and impulsivity. Pupils with ADHD may also show signs of hyperactivity.

Appendix 7: Sensory and/or physical needs



**Visual Impairment (VI)**

Visual impairment refers to a range of difficulties from minor impairment through to blindness. Pupils with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

**Pupils should only be included if additional educational provision is being made to help them to access the curriculum. Pupils whose vision is corrected by spectacles should not be recorded as VI.**

Pupils who are blind or have very limited useful sight require tactile methods of learning, such as Braille and 3-D representations, together with making optimal use of their hearing. Partially sighted pupils also need differentiated materials and may use enlarged print or a mix of learning methods.

**Hearing Impairment (HI)**

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

**Pupils should only be recorded as HI if additional educational provision is being made to help them to access the curriculum.**

A number of pupils with a hearing impairment also have an additional disability or learning difficulty.

Hearing loss may be because of conductive or sensori-neural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

**Multi-Sensory Impairment (MSI)**

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.

**Pupils should only be recorded as MSI if their sensory impairment is their greatest need.**

Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

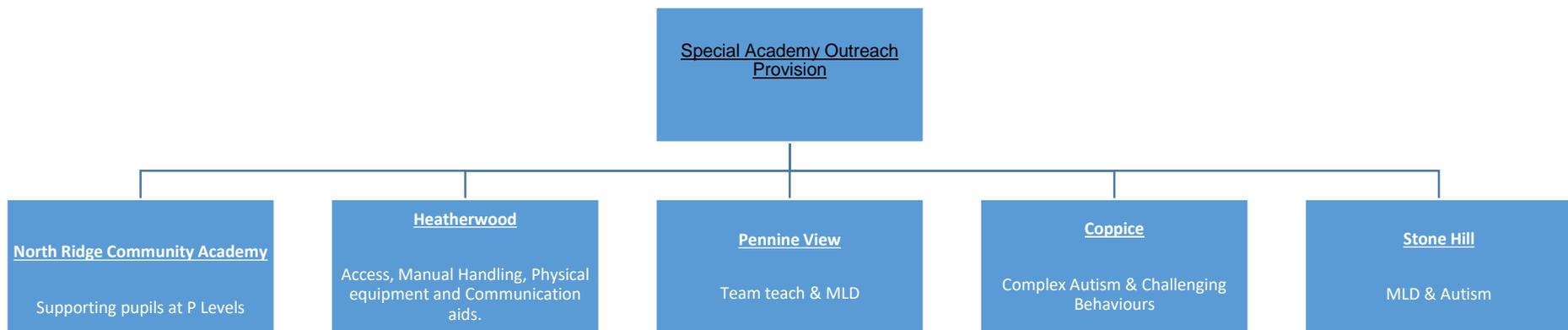
**Physical Disability (PD)**

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a pupil has SEND. It depends on the impact the condition has on their educational needs. **Pupils should only be recorded as PD if additional educational provision is being made to help them to access the curriculum.**

There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some pupils are mobile but have significant fine motor difficulties which require support. Others may need augmentative or alternative communication aids.

### **Appendix 8: Outreach Services from Special Academies**

All special academies receive funding to provide outreach support to mainstream academies. They focus on different needs but it can be a valuable resource for mainstream provision to access the specialist advice to support individual pupil needs and ensure that they made progress in learning.



**Edlington Victoria Primary Academy**  
**Inclusion/SEND Referral Forms**

Name of Child:

Class / Year Group.....

**Area of Concern**

**Support required**

**What current strategies / interventions have you put in place to support the child?**

**Referred by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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Action Taken / Support Given