



**Amber Valley
& Erewash
Support Centre**

SEND Policy

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Aims

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Set out how our academy will support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The Amber Valley and Erewash Support Centre is an inclusive academy with a strong commitment to supporting our pupils to achieve the best possible outcomes regardless of their SEND.

All pupils are offered inclusive quality first teaching which will enable them to make the best possible progress in the academy.

Every effort is made to achieve maximum inclusion of all pupils whilst meeting pupil's individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum.

Our SEND policy reinforces the need for teaching that is fully inclusive.

The graduated approach starts at whole academy level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all pupils.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out educational settings' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out educational settings' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in educational settings.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream educational settings.

Roles and responsibilities

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the academy.

The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the academy
- Have overall responsibility for the provision and progress of pupils with SEN and/or a disability.

The SENCO

The SENCO Will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact, along with the Headteacher and Assistant Headteachers, for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND up to date

Core Teachers

Each core teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Identifying pupils with SEND and assessing their needs

All pupils at the Amber valley and Erewash Support Centre undergo regular assessments. These assessments are used to obtain an accurate picture of the pupil's academic levels as well as a better understanding of their strengths and areas for development. We are then able to see what type of provision would be most appropriate and whether any additional support is necessary.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We consult with other professionals who know the pupil including Child and Adult Mental Health Service (CAMHS), Social Services or the Youth Offending Service (YOS).

At times a particular need may present itself when the pupil has been at the Amber Valley and Erewash Support Centre for a longer period of time. We would then act to assess their needs appropriately, make any necessary referrals and put in place the right level of support.

When concerns are raised regarding a pupils' particular needs, we will follow a graduated approach to addressing these needs. This will involve the following:

- Discuss concerns with parents and seek further information
- Consider the pupils educational history as well as support accessed prior to attending The Amber Valley and Erewash Support Centre
- Consult with all of the staff working with the pupil
- Observe the pupil and gather information about the particular needs
- Put in place relevant intervention or support
- If necessary, refer on to a specialist service such the Educational Psychology Service or Child and Adolescent mental health service (CAMHS)

We will review the pupils progress and assess whether the support or intervention has been successful and whether further support is necessary.

Complaints about SEN provision

If a parent/carer has concerns about the way the academy is responding to the special educational needs of his/her child, then initial contact should be made with the Assistant Headteacher.

Parents/ carers may seek advice on resolving disagreements from the Local Authority. The Derbyshire Information, Advice and Support Service for SEND is a free, impartial service which provides support, guidance and information about education issues to parents/carers of children who have Special Educational Needs and/or Disabilities. They can be contacted on 01629 533668.

Contact details of support services for parents of pupils with SEND

Further support services for parents/carers of pupils with SEND include:

Derbyshire Information Advice and Support Service (DIASS) for SEND offer free, confidential, impartial information advice and support to parents, carers, children and young people up to the age of 25 about SEND and exclusion from school.

<https://www.derbyshireiass.co.uk/home.aspx>

Further information regarding the Derbyshire County Council's Local Offer for children and young people with SEND can be found at:

<https://localoffer.derbyshire.gov.uk/#!/directory>

Monitoring arrangements

This policy will be reviewed by the Headteacher and SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Board.