



# MELBOURN VILLAGE COLLEGE SEND POLICY

Date reviewed: December 2023

Date for next review: (Head of School) December 2026

Date of ratification by Local Authority Board: 18<sup>th</sup> January  
2024

Document Control		
Edition	Issued	Changes from previous
1	Jan 2024	Replacement policy

Policies/Documents referred to in this policy	Post holders/ Persons named in this policy
<p>This policy <b>links to other school policies and legislation as outlined below:</b></p> <p>SEN Code of Practice Sept 2014. This policy has also been written with reference the following guidance and documents:</p> <ul style="list-style-type: none"><li>• Equality Act 2010 and advice for schools 2018</li><li>• Statutory Guidance on Supporting Pupils with Medical Conditions at School 2014</li><li>• SEND Code of Practice 2014</li><li>• MVC Safeguarding Policy</li></ul>	<p>Principal SENDCo HoY Designated Person LAC Manager PP Manager</p>

## Introduction

The purpose of this policy is to demonstrate how Melbourn Village College meets its statutory responsibilities and other duties as detailed in the SEN Code of Practice Sept 2014. This policy has also been written with reference to the following guidance and documents:

- Equality Act 2010 and advice for schools 2018
  - Statutory Guidance on Supporting Pupils with Medical Conditions at School 2014
  - SEND Code of Practice 2014
  - MVC Safeguarding Policy
  - MVC Disability Equality Policy and Accessibility Plan
- This policy was created by the Melbourn Village SENCO and in liaison with the school's senior leadership team and relevant LAB.

The policy will be monitored for impact through the school SEF, SDP, parental and student feedback. Other relevant staff, a range of parents, and students in each school were also involved in the process of developing the policy which was shared via websites, meetings, and forums.

- At Melbourn Village College we value the abilities and achievements of all students regardless of ability and are committed to providing an inclusive environment
- Melbourn Village College does not discriminate on the grounds of SEND/additional needs and support the Admissions Code agreed in partnership with the LA.
- Students with a Statement of SEND or EHC Plan that names Melbourn Village College will be admitted where it is seen that we are able to provide an efficient and effective education that will enable the student to make progress and not hinder the progress of other students.

Melbourn Village College delegates the responsibility for the day-to-day implementation to the College, however, the Principal retains overall responsibility for the quality and provision of SEND.

The relevant SEND information about roles and responsibilities at Melbourn Village College are outlined in the table below:

School	SENCo	Senior Link	Designated Person	LAC manager	PP manager	Governor
Melbourn Village College	Sean Pollock	Niki Smith	John Barnes	Niki Smith	Niki Smith	Janet Banks

### Long term aims and immediate objectives

#### Long term aims:

- Melbourn Village College values the abilities and achievements of all students and is committed to providing the best possible learning environment for each pupil.
- Melbourn Village College will endeavour to make every effort to create inclusive environments that do not discriminate against students with SEN or disability, whilst maximizing students' achievement and promoting independence and lifelong learning.
- Melbourn Village College will work to raise the aspirations and expectations for all students with SEND, with a focus on individual student outcomes.

#### Immediate objectives:

- To identify students who have SEND, as early as possible
  - This is done in liaison with and through visits to the primary school in Year 6. Both children with EHCP and those without funding are identified at this early stage.
  - In Year 7, the whole year group have a reading test and those pupils who do not reach the required levels are identified. The results are recorded on Go For Schools (G4S) and shared with class teachers.
  - Further identification may happen if concerns are raised by class teachers, parents or pupils themselves in later years.

- To provide for students who have SEND, as soon as possible
  - Before the October half term in Year 7 a strategy sheet is produced for each child with SEND needs whether funded or otherwise. This sheet is uploaded to G4S for immediate access by all relevant and appropriate staff. These are also shared with home.
  - Strategy sheets are designed to be working documents and teaching staff are encouraged to provide recommendations to the strategy sheets.
  - When a pupil is identified as having SEND needs after they join us, strategy sheets are set up and shared with teaching staff.
  
- To ensure that teaching staff are equipped to provide for students with SEND
  - a strategy sheet which is updated throughout a pupil's time at CVC giving information on individual needs, strategy sheets are always available through a class teacher's mark book and any large changes are flagged via email to the class teachers
  - appropriate CPD opportunities are provided in both general and specific areas of need
  - additional information on different areas of SEND are also provided to staff where needed
  
- To work closely with the parents/carers of students with SEN
  - providing them with links to details of appropriate organisations (including voluntary sector organisations), supporting students with SEN and signposting towards the Local Authority Local Offer.
  - Strategy sheets are shared annually.
  - Parents are invited to make appointments with the SENCO at parent consultation evenings or shortly afterwards when the SENCO's teaching commitments make this logistically impossible.
  
- To ensure that all students with SEN are able to access exams and other assessments
  - this is done through a combination of teacher led recommendation, reading age analysis and consideration of other professional reports.
  - Evidence is collected from teachers throughout a pupil's time at CVC and held on file in the Centre. Teachers can refer a pupil at any age through an online form.
  - Assessments are done towards the end of year 9 or beginning of year 10 in school by an external assessor registered with the JCQ.
  
- To ensure that all students with SEN can make successful transitions (at KS2 – 3, 3-4 and 4-5)
  - ensuring early discussions with those who may need more time to prepare and transition planning with parents and other relevant professionals
  - Year group coordinator at the transition points to work with families where additional support is needed
  - Work with the HoY to coordinate tutor group placements for year 7.

### **Identifying SEN**

Students have SEN if they have a learning difficulty which has an impact on their progress and attainment, and calls for a special provision to be made for them beyond or in addition to, a differentiated curriculum.

The Code of Practice 2014 describes 4 broad areas of SEN and Melbourn Village College has provision to manage and support students with needs in each of the categories. In addition to this, the SENCO also has oversight of disability support. Please refer to the individual College SEND report/offer to see specific details. These 4 categories of need of SEN are:

- Cognitive and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or physical needs

Melbourn Village College does not consider the following to be SEN but understands that they might still have an impact on progress and attainment. If you would like to discuss support for the following areas of need, then please contact our SENCO who will pass your details on to the appropriate member of staff or follow up themselves as appropriate:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Poor health
- Safeguarding Issues
- EAL
- Being in receipt of Pupil Premium
- Having behavioural difficulties (concerns related to a young person's behaviour should be described as an underlying response to a need which we will respond to)
- Being a Looked After Child
- Being a child of a serviceman/woman

### **A Graduated Response to SEN support**

Melbourn Village College has different graduated responses for SEND support. Please refer to our SEND report/offer to see specific details.

However, all schools in the CAM Academy Trust share the following:

Quality First Teaching
Robust line management within SEND department
Performance Reviews of all members of school (including SEND Dept)
Observations of all members of school (including SEND Dept)
Analysis of data to inform responses to SEND support and provision
Training for staff to ensure that appropriate support can be delivered
High quality and accurate formative assessment
Where necessary, the ability to draw on more specialized assessments from external agencies and professionals
Regular meetings to discuss placing students on the SEND register
Regular meetings with parents/carers and students on the SEND register

## **Managing and supporting Students on the SEND register and their parents/carers**

Once a student has been identified as having SEND and after consultation with parents/carers, he/she will be placed on the SEND register.

Students will be placed on the SEND register if they are considered to be at SEND Support level (i.e. their needs cannot be met, in full, through high quality teaching) or an EHC Plan.

Melbourn Village College has processes for managing students on the SEND register (this includes their exit from the SEND register). Please refer to our individual school SEND report/offer to see specific details. However, Melbourn Village College considers the following to be important and makes provision for:

- Having student centred plans which act as live records, telling teachers what needs have been identified, how to remove barriers to learning and expected outcomes
- How the provision in the plan is decided upon
- What the costs of the plan are
- when the plan is due to be reviewed (how students and their parents/carers are involved)
- How students with SEND can have opportunities to make known their opinions about their support/provision
- Regular monitoring and evaluating of the provision offered
- Identifying the student's lead professional
- Completing appropriate paperwork e.g. CAF, EHC Plan

## **Supporting Students with a Medical Condition**

Melbourn Village College recognises that students with a medical condition should be properly supported so that they can have full access to a broad and balanced education. Each of the schools complies with its duties under the Equality Act 2010. For specific information regarding supporting a student with a medical condition, please contact the relevant member of staff at Melbourn Village College.

## **Training and Resourcing**

SEND provision is funded from Melbourn Village College's notional SEND budget and money allocated to an individual's EHC Plan. Some students may also benefit from pupil premium funding if they qualify for this category.

The training needs of staff are identified according to different school cohorts and the individual school self-evaluation processes.

All teachers and support staff undertake an induction process which includes specific training on SEND, safeguarding and inclusion. Including a program of CPD.

Fortnightly, hour long, meetings of TA's allow discussions of pupils needs and training to take place. TA's also join the whole staff training days at the beginning of each term to engage in CPD.

The SENCO regularly participates in LA SENCO network meetings, joint trust meetings, CB23 meetings and Cambridgeshire network meetings along with other SEND updates which keep them abreast of local and national updates (e.g. NASEN conferences, PAPPAs training).

### **The Role of the Governing Body**

Local Advisory Board -will endeavour to do their best to ensure that necessary provision is made for any student with SEND and make sure that action is taken to support the inclusivity of those students in Melbourn Village College's school activities, so far as reasonably practical.

The Local Advisory Board has a statutory role in monitoring and evaluating the SEND provision and its impact on educational outcomes. Each term the appropriate member of Melbourn Village College's school staff will report to the appropriate Local Advisory Board' committee.

Local Advisory Board make sure that they are aware of the Melbourn Village Colleges' school provision, funding, equipment and staffing.

### **Storing and Managing Information**

Information relating to the storage of documents related to individual students' SEND fits with the CAM Academy Trust policy on data management.

### **Complaints**

Any complaints about SEND provision should initially be addressed to the SENCO of Melbourn Village College, and thereafter to the SEND department line manager. Should the complaint not be resolved, the procedure in the relevant CAM Academy Trust Complaints Policy, found at <https://www.catrust.co.uk/key-information/policies> should be followed.

### **Appendices**

The following documents can be found on the Melbourn Village College website at <https://www.Melbournvc.org/parent-and-student-information/policies> and should be read in conjunction with this policy ;

- SEND Information report
- Safeguarding Policy
- Disability Equality Policy and Accessibility Plan
- Managing Pupils with Medical needs policy.