

Scissett Middle School

Vision

To ensure that Scissett Middle School provides an outstanding education for all its pupils and prepares them for life in the 21st century

Mission

We will create an inclusive culture of learning where all children will be challenged in their thinking, strive for continuous improvement and be motivated to become lifelong learners and lead a healthy lifestyle. We will empower our children to become respected citizens and enable them to make valuable contributions locally, nationally and globally.

Partnership, excellence and innovation

Special Educational Needs Policy

The Policy and Curriculum Committee of the Governing Body of Scissett Middle School recommended this Special Educational Needs Policy, in principle, to the full Governing Body on and it was confirmed and adopted by the full Governing Body on

It will be reviewed on

Signed:
Chair of governors **Headteacher**

SEN POLICY

1. Introduction

Scissett Middle School is part of the family of First and Middle Schools from which children transfer to Shelley College at thirteen. Our aim is to provide a high quality of education for all our children within a caring and supportive environment. At Scissett Middle School, Programmes of Study, linked to the National Curriculum, provide the basis for a broad, balanced and challenging curriculum. Our emphasis is on equality of opportunity, on meeting the needs of each individual in the most appropriate way by providing encouragement and experiences to enable each child to develop self-confidence and to achieve potential.

Vision statement

At Scissett Middle School we will:

- Have high expectations of ourselves and others to achieve high standards of learning.
- Work together in a caring environment and respect one another's needs and differences.
- Meet challenges and have pride in our achievements.

This policy has been revised and developed, by Miss Helen Peace, the Special Educational Needs Co-ordinator (SENCo) at Scissett Middle School.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support' Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014) The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been coproduced with: The SENCo, Senior Leadership Team, Teachers, Educational Teaching Assistants, parents/ families and the Governing Body.

2. Contacts

Special Needs Coordinator (SENCO) –
Helen Peace (MA in teaching/ SEN and National Award for SEN diploma)

3. Long Term Aim of this Policy

This policy reflects the practice and aspirations of the whole school and reinforces its commitment to supporting pupils who have special educational needs. It is designed to be a working document and is accessible to all members of the school community. The policy is subject to a regular cycle of monitoring, evaluation and review.

The school is committed to achieving excellence in terms of care and opportunity for all pupils, irrespective of ability, gender, race, class or culture. We seek to ensure that all pupils will work to improve their level of achievement.

The school seeks to maintain a strong tradition of high standards and expectations both academically and socially.

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

4. Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching.

Early identification at all stages is a key factor. Most children entering Scissett Middle School who have special needs will have already been identified as having special needs by their previous school(s). At the same time the school recognises that children's needs may change over time. The identification and monitoring of pupils with special needs is a shared responsibility of all teaching staff within the school.

We have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is one of the processes by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Quality Wave 1 teaching

Teachers are responsible for providing quality wave 1 teaching for all pupils. For some pupils this may include using personalised approaches and a highly differentiated curriculum if they are:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Having sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

The SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher/subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Using 'Classroom Monitor', teachers will use the 'SEN targets', unique to Scissett Middle School, to guide them in the pupils next steps. Teachers will provide evidence to show pupils' progress in all four areas of SEN. Examples of this could include pupils work, photographs, videos and personalised differentiated resources.

Each term, parents will receive an electronic pupil report (or paper copy if requested) that will outline pupil progress against objectives from each subject area of the curriculum (including SEN) and attached evidence for them to view. Parents will also receive a set of targets, in the form of an IEP, outlining pupils' next steps.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties. Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

As the Code no longer allows for the identification of behaviour to describe SEN, the SENCo works closely with the Pastoral Team and SLT to ensure the behaviour policy is implemented effectively and, if necessary, outside agency involvement is requested for.

5. A Graduated, Whole School Approach to SEN Support

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

'Assertive Mentoring' is a monitoring tool used at Scissett Middle School to drive high standards across the curriculum, with a particular emphasis on English and Maths. Pupils have a half termly meeting with an adult mentor. Progress is reviewed and targets set. This report is then set home to parents.

Assertive Mentoring works in conjunction with Pupil Progress Monitoring, where pupils' effort, homework and behaviour is assessed.

Each term pupils take a reading and spelling test which assesses their reading and spelling age. These results are also used to gauge progress and whether extra intervention is required.

Extra intervention may take the form of daily paired reading with an ETA or Year 8 Literacy Mentor, weekly one hour sessions of 1:1 or small group work, for English, Maths and/or Science, daily Maths intervention with an ETA or Numeracy Mentor, 1:1 behaviour support and a 'movement group'. Pupils can also access a memory and organisation group and a social communication group.

High standards and good practice is assessed through regular monitoring by learning walks, lesson observations, book scrutinies, written feedback, staff training, staff voice and pupil voice.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEN Support**.

Intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period of time
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the class teacher/subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Attendance at a specialised unit within the school, full- or part-time
- Support from specialists within class or as part of a withdrawal programme
- Differentiated curriculum

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting SEN pupils.
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy

The Role of the Head Teacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCo/SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The Role of the SENCo

The SEN Co-ordinator is **Miss Helen Peace** who is responsible for the day-to-day operation of the school's Special Educational Needs Policy and for coordinating provision for pupils with SEN, particularly through SEN Support and those with an EHC plan. Enquiries concerning Special Educational Needs should be made to the Co-ordinator at the school.

Arrangements for Coordinating Provision for pupils with SEN

Key responsibilities may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Liaising with and advising subject teachers
- Managing the SEN team of teachers and learning support assistants

- Writing of Individual Educational Plans
- Liaise and advise subject teachers on target setting
- Coordinating provision for pupils with special educational needs
- Overseeing the records on all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- Contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Managing the SEN delegated budget.

The Role of the Subject Teachers

The subject teacher will:

- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN
- Plan and write individual targets (with the help of the SENCO where appropriate) to enable each child to have access to the National Curriculum. Targets will be set at the beginning of each term and reviewed at the end of each term.
- Produce modified teaching resources so that children with special educational needs experience success
- Assess and review progress, keeping records in accordance with the school's marking and assessment policy
- Liaise with parents where appropriate
- Work with SEN pupils on a daily basis to deliver the individual programme set out in the IEP/ subject targets from Classroom Monitor.
- Ensure that ETAs are aware of the key objectives of the lesson
- Where the teacher has directed the ETA to work with small groups of pupil's, the subject teacher should liaise with the ETA on the planning, assessment and record keeping.
- Being involved in the development of the school's SEN policy

The role of the Educational Support Assistant

The role of the support assistant is to support as appropriate but not to take responsibilities away from the child

The support assistant will:

- Help in the collection and preparation of resources
- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN
- Support the child as directed by the teacher
- Keep detailed records of work covered and help the class teacher and SENCo in their observations
- Undertake appropriate in-service training
- Undertake diagnostic reading and spelling tests each term
- Attend review meetings where appropriate

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

6. Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. A meeting will be held with

parents/ carers and relevant outside agencies to determined next steps. It will be made clear to parents that, if needed, pupils can return on to the SEN register.

Pupils who do not meet the criteria for SEN support are offered support though intervention via the Pupil Premium funding, Literacy and Numeracy mentoring, access to dyslexia screening by the SENCo, half termly assemblies offering information and advice about learning, weekly intervention by ETAs and an 'open door policy' regarding mentoring and support from the SEN team.

7. Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements
- Our links with other agencies
- Our arrangements for examination and assessment access (organised by Ann Large- Deputy Headteacher)
- Our transition arrangements (from First School to Middle School and High School)
- Our school policy on managing medical conditions of Supporting Pupils at School with Medical Conditions

Partnership with Parents

Scissett Middle School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

To make communications with parents as effective as possible the school endeavours to:

- Recognise the personal and emotional investment of parents and be aware of their feelings
- Focus on the children's strengths as well as areas of additional needs
- Ensure that parents understand procedures, are offered support in preparing their contributions and are given documents to be discussed before the meetings
- Respect the validity of differing perspectives and seek constructive ways of recording different view points

- Respect the differing perspectives parents themselves may have, such as a disability or a communication barrier
- Recognise the need for flexibility in the timing and structure of meetings.

At Scissett Middle School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

Pupils with medical conditions each have a medical IEP with their photograph on. These are clearly displayed in the school staffroom, in the school kitchen and in the school office. Medication is kept in a locked cabinet in the school office. The school has trained designated first aiders and all staff receive annual training on epilepsy, allergies and diabetes. Staff are trained in other medical conditions when it is necessary to do so. The SENCo is responsible for organising medical training for staff.

8. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

9. Resources

a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Mainstream per pupil funding (AWPU)

Core Educational Funding

Element 2 Contribution of up to £6k for additional support
Schools Block Funding required by children and young people with high needs, from the notional SEN budget.

Element 3 Top Up funding from the LA to meet the needs
High Needs Top Up of individual children and young people with

EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **topup funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

a) Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. Common training themes include dyslexia, ASD, SLCN.

The school's SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national issues in SEND

The SENCo attends Additional Needs Partnership meetings termly. This is a forum to discuss pupils who have additional needs or are presenting a cause for concern. Permission from parents is sought before a child can be discussed. From this process an action plan is created outline the support that will be put in place for the pupil.

10. Roles and Responsibilities

- The SEN Governor is Sheila Brown. They meet with the SENCO termly and monitor the progress of pupils/students with SEN
- The school employs 11 support staff, including 5 HLTAS and 6 ETAs. They carry out a range of roles across the school and are line managed by the SENCo and Senior Team. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Gill Senior
- The member of staff responsible for Looked After Children is Gill Senior
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Natasha Greenough, Helen Peace and Sue Lockwood

11. Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored in a locked cabinet in the SEN office. During the transition period, Year 5 files are received from the First School and Year 8 files are given to the relevant High School. The SENCo at the High School signs to say they have received all files.

12. Reviewing the Policy

We will review this Policy within our school policy review cycle each year. The policy may be subject to mid-term reviews depending on government legislation.

13. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

The curriculum

The physical environment

The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them

Concerns

If a parent or guardian has a concern about the provision for their child's special education needs they should contact the SENCo at the school during school hours. A mutually convenient appointment will be made to discuss the complaint within one week of contact being made.

The school considers parents of SEN pupils as valued partners in the process. Depending on age and appropriateness, SEN pupils will be encouraged to participate in the decision-making processes affecting them.

14. Dealing with Complaints

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

15. Bullying

At Scissett Middle School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEN.

This policy was revised May 2016 by Helen Peace and will be reviewed in May 2017.