



## Scissett Middle School SEND Policy 2018/19

### Legislative Compliance

This policy complies with the guidance given in **Special Educational Needs (Information) Regulations (Clauses 63-65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice 0-25 September 2014 (Jan 2015)
- The Special Educational Needs and Disability Regulations (2014)
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

### Aims

At Scissett Middle School we aim to provide all students with an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Build a solid foundation for upper school and a successful transition into adulthood, whether into employment, further or higher education or training

We make every effort to narrow gaps in attainment between all groups of learners. It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and achieve in line with their peers, including an equal opportunity to participate in student voice and extra-curricular activities, visits, productions and other school events.

### Objectives

- To personalise the curriculum, offer to best enable all learners to make progress in line with Non SEND learners.
- To fully engage and involve students, parent and carers in discussions, planning and reviews around their needs and provision.

- To carefully map provision for students with SEND to ensure that staff deployment, resource allocation and choice of intervention is leading to the best possible learning outcomes
- To ensure an appropriate level of staff expertise to meet pupil need, through well targeted continuing professional development
- To communicate well and form a productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all students with SEN

### **Further Reference / Linked Policies**

- SEND Code of Practice: 0-25 years January 2015
- Meeting Need - The Wave Approach
- SEN Support Levels for Mainstream Schools
- SEND report for pyramid
- Kirklees Local Offer – [www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk)
- Safeguarding Policy
- Disability, Equality and Diversity Policy
- Medical Needs Policy
- Accessibility Policy
- Looked After Children Policy

Revised by: Gill Senior	Revision Date – September 19
Recommended by:	
Approved by:	

# Scissett Middle School

## SEND Policy

### 1. The areas of special educational needs for which provision is made at the school

#### Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Pupils at Scissett Middle School may have difficulties that fit clearly into one or more of these categories. For others the precise nature of their need may not be clear. It is therefore important to have procedures in place for identification, monitoring, assessment and provision and to ensure that all staff are familiar with these procedures.

### 2. The school's arrangements for assessing the progress of pupils with special educational needs.

***STAGE 1: Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All learners receiving any form of intervention to be included on a whole school provision map.***

- All learners will have access to quality first teaching
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not exclusively be pupils with special educational needs.
- All vulnerable learners will be included on a whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet students' 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, LA, external agencies and Ofsted about resource deployment.
  - Focus attention on whole school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

### ***Identification and Assessment at Stage 1***

Students' needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading and spelling ages, CAT scores and any other relevant whole-school pupil progress data
- Classroom based assessment and monitoring arrangements (Cycle of 'assess, plan, do review – using the Kirklees Graduated approach).
- Following up parental concerns.
- Tracking individual students' progress over time.
- Liaising closely with first schools on transition.
- Information/learning plans from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners which clearly identifies pupils SEND status.
- Undertaking, when necessary, a more in depth individual assessment.
- Involving external agencies where it is suspected that a special educational need is significant

### ***Curriculum Access and Provision for vulnerable learners***

Where students are identified as having special educational needs, the school provides for these in a variety of ways and might use a combination of approaches to address targets identified for individuals:

- Wave 1,2,3 interventions
- Teachers differentiate work as part of quality first teaching
- ETA lesson support.
- Spelling intervention and support - withdrawal.
- Handwriting intervention and support – withdrawal.
- Literacy and Numeracy booster group (KS2)
- Literacy and Numeracy mentoring
- Fresh start and Power of 2 coaching
- Dyspraxia movement group
- Social Communication group
- Social inclusion club (break and lunchtimes)
- Engage (enrichment) programme.

- Autism outreach group (external specialist)
- Mentoring programme (BESD, EWB, Aspire, Attendance).
- Referral to ANP panel for SEND support within the pyramid.
- Application to the Single Point Referral for the Kirklees Pupil Referral Service (*referral process for children and young people who have additional needs relating to BESD, Medical needs, English as an Additional language and Education Support for Looked after Children in mainstream settings*).
- Application to the Single Point Referral for outreach support from the Kirklees Resourced Provisions for Visual Impairment, Hearing Impairment, Autistic Spectrum Disorder, Physical impairment and Speech, Language and Communication difficulties
- Referrals for support from other specialist external services including Locala (*School Nursing Team and Children's Speech and Language Therapy*); Educational Psychology services; ChEWS (*Children's Emotional Wellbeing Service - Tier 2*) and CAMHS (*Child and Adolescent Mental Health Service - Tier 3*)

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation and learning trails by the SENDCO, SLT and Middle leaders.
- Ongoing assessment of progress made by intervention groups.
- Work scrutiny on a termly basis
- Planning checks (by subject leaders).
- Staff voice – to SENDCO.
- Informal feedback from all staff.
- Student interviews when setting new IEP targets or reviewing existing targets – three points throughout the academic.
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring IEPs and IEP targets, evaluating their impact on students' progress.
- Attendance records and liaison with APSO
- Behaviour records and liaison with Pastoral team.
- Regular meetings about students' progress between the SENDCO and the Senior Line Manager/Link governor for SEND.
- Head teacher's report to parents and governors

## **STAGE 2: Additional SEND Support**

- Students will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all students in the school (ie they have a special educational need as defined by the SEN Code of Practice 2014).
- Vulnerable learners who do not have SEN will not be placed on the register of students being offered additional SEN support, but will be on the school’s provision map.
- In keeping with all vulnerable learners, intervention for students on the SEN register will be identified and tracked using the whole school provision map.
- It may be decided that a very small number of the students on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed.

*(This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the LA, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.)*

- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care (EHC) plan
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEN. They are seen as working documents which can be constantly refined and amended.
  - Our IEPs will clearly record the nature of the SEN for the individual pupil in addition to short and long term targets in place to support the need.
  - Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”
  - Our IEPs will be based on informed assessment, information from feeder schools on transition years and will include the input of outside agencies as appropriate.
  - Our IEPs will be time-limited – at review there will be agreed next steps and a decision made to maintain the SEN status or move to the watch list.
  - Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period
  - Targets for an IEP will be arrived at through discussion wherever possible with the student, parents/carers, teachers and other relevant professionals
  - Our IEPs will be reviewed at least termly by the SENDCO in consultation with class teachers

### ***STAGE 3: Statement of Special Educational Needs or Education Health and Care Plan***

- Pupils with a statement of educational needs (pre September 2014) or an EHC plan (post September 2014) will have access to all arrangements for pupils on the SEN register (above) and, in addition to this, will have an Annual Review of their statement/plan

Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding or An EHC plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage. *NB Local banding arrangements are based on five areas of need rather than four:*

1. Communication and interaction
2. Cognition and learning
3. Sensory
4. Physical and Medical
5. BESD

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process

## **Management of SEND within our school**

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs & Disabilities Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to SLT and the governor with responsibility for SEN on the ongoing effectiveness of this policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of students with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times. CPD training is provided to staff and regular communication given on SEND updates, nationally and within the school context.

## **Headteacher**

- The Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn.
- The Headteacher and the governing body will delegate the day to day implementation of this policy to the SENDCO.
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school pupil progress tracking system
  - Maintenance and analysis of a whole school provision map for vulnerable learners
  - Feedback from Line manager meetings
  - Discussions with pupils and parents

## ***SENDCO***

In line with the recommendations in the SEN Code of Practice 2014, the SENDCO will oversee the day-to-day operation of this policy in the following ways:

- Overseeing and analysis of whole school provision map for vulnerable learners (alongside the Deputy Head teacher with responsibility for DA pupils)/
- Co-ordinating provision for children with SEND
- Liaising with and advising teachers.
- Line managing ETA team.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with SEN.
- Liaising with parents of children with SEN, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with a statement of special educational need or EHC plan.



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- Carrying out referral procedures to the Local Authority to request High Needs funding and/or EHC plans as appropriate
- Carrying out Single Assessment referrals to the authority where necessary.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 5 pupils with additional needs in liaison with pastoral team.
- Monitoring the school's system for ensuring that IEPs have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for students with SEN.
- Consulting regularly with staff to review and revise learning objectives for vulnerable learners who are being tracked on the school's provision map.
- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCO network meetings and pyramid ANP meetings.
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEN (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support students with SEN

### **Class teachers**

All teachers are teachers of children with additional needs and must:

- Liaise with the SENDCO in coordination to agree:
  - Which pupils in the class are vulnerable learners
  - Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs
  - Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN register and be monitored via a GEP/IEP (this would include pupils with statements/EHC plans)
- Secure good provision and good outcomes for all groups of vulnerable learners by:
  - Communicating effectively with the SENDCO regarding the needs and progress of those with SEN
  - Making regular, effective use of the provision map and IEPs when planning and teaching
  - Being aware of any updates to the provision map and IEPs and altering planning and practice accordingly.
  - Providing differentiated teaching and learning opportunities.

- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies. (SEN Code of Practice 2014)
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

## **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our SENDCO will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment
- The SENDCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of CPD.
- Advice will be sought from the schools Educational Psychologist - in relation to staff training in general and with regards to a specific child, should the need arise.

## **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment, in accordance with the Local Offer
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

## **7. Partnership with Parents/Carers**

The school 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 school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child’s strengths as well as areas of additional need

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Allowing parents and carers opportunities to discuss ways in which they and the school can help their child

- Keeping parents and carers informed and giving support during assessment and any related decision making process
- Making parents and carers aware of the Parent Partnership services
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

### **Involvement of Pupils**

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

- State 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
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

### **Effective Transition**

- We will ensure early and timely planning for transfers between the different phases of education. In the year in which they arrive or leave, we will engage in information sharing and success planning for those in receipt of Additional SEN support and offer transition meetings to all pupils with statements of Special Educational Needs. Pupils with EHC plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator
- Transition timelines will be produced with the support of the Heads of Year.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling as appropriate. Pupils will be included in all whole class / year group transition activities, visits and taster days but may also be offered additional transition visits
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate
- Parents will be given a reliable named contact at the next phase provider.

**8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

**Admission Arrangements**

No child will be refused admission to the mainstream school 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 school, as agreed with the Local Authority*).

**Complaints**

If there are any complaints relating to the provision for children with SEN these will normally be dealt with in the first instance by the Assistant Head teacher for Pupil Welfare, then, if unresolved, by the headteacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

**9. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

**Links with Other Services**

Educational Psychology and Early Years SEN Support Service: Jane Shuttleworth

SEN Assessment and Commissioning Team - **SENACT**: Contact number: 01484 221000

SEN Assessment & Commissioning Team

1<sup>st</sup> Floor

Kirkgate Buildings

Byram Street

Huddersfield

HD1 1BY

[SENACT@kirklees.gov.uk](mailto:SENACT@kirklees.gov.uk)

[www.kirklees.gov.uk/community/parentsCarers/specialEducation/SpecialEducation](http://www.kirklees.gov.uk/community/parentsCarers/specialEducation/SpecialEducation)

Casework Officer: Julie Mortimer [julie.mortimer@kirklees.gov.uk](mailto:julie.mortimer@kirklees.gov.uk)

Parent Partnership Service *and School Choice Advice*: Contact Number: 01484 225422  
[www.kirkleesparentpartnership.co.uk](http://www.kirkleesparentpartnership.co.uk)

Virtual School for Looked After Children / Education Support Team: Lorraine Absolon  
Contact number: 01484 221000 [Lorraine.Absolon@kirklees.gov.uk](mailto:Lorraine.Absolon@kirklees.gov.uk)

Resourced Provision for Visual Impairment: Moor End Technology College - Laura Foden  
Contact Number: 01484 222230 [lfoden@moorend.org](mailto:lfoden@moorend.org)

Resourced Provision for Hearing Impairment and Physical Impairment: Newsome High School & Sports College - Claire Burdett Contact Number: 01484 516712 [CBurdett@newsomehigh.kirklees.sch.uk](mailto:CBurdett@newsomehigh.kirklees.sch.uk)

Resourced Provision for Speech, Language and Communication: Royds Hall Community School - Jo Sayles  
Contact Number: 01484 463366

Ethnic Minority Achievement and Equalities: Monica Deb [monica.deb@kirklees.gov.uk](mailto:monica.deb@kirklees.gov.uk)

Locala Community Partnerships: Contact Number: 01924 351531  
[enquiry@locala.org.uk](mailto:enquiry@locala.org.uk) Children's Speech & Language Therapy Services: Contact  
Number: 01924 351546 Sarah Fox: Contact Number: 07903 522095

Pupil Referral Services:

Referrals Manager Clare Davies: Contact number: 07976497968

Westfields KS3 PRU: Headteacher Martin Ridge: Contact number: 01924 326393  
[martin.ridge@kirklees.gov.uk](mailto:martin.ridge@kirklees.gov.uk)

ETHOS KS4 Service: Headteacher Jayne Foster: Contact number: 01484 226513 [ethos@kirklees.gov.uk](mailto:ethos@kirklees.gov.uk)  
Email: [ethos@kirklees.gov.uk](mailto:ethos@kirklees.gov.uk)

Key Stage 4 Partnerships: Manager Christoph Mickwitz: Contact number: 01484 456809  
[christoph.mickwitz@kirklees.gov.uk](mailto:christoph.mickwitz@kirklees.gov.uk)