



St Michael's C.E. Middle School

S.E.N.D. Policy

Last amended 27th June 2017 by Mrs K Ramsey, SENDCo

Adopted: 28th February 2017

Review Date:

COMPLIANCE

This policy complies with the statutory requirements laid out in the S.E.N.D. Code of Practice 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (*DfE May 2014*);
- *S.E.N.D. Code of Practice 0 to 25* (July 2014);
- Schools' SEN information Report Regulations (*2014*).

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher, Mr Ron Jenkinson, is the school's Inclusion Leader; he has overall responsibility for Special Educational Needs and Disability at St Michael's C.E. Middle School.

The designated teacher responsible for coordinating S.E.N.D. provision for young people is Mrs Laura Howieson, member of the Senior Leadership Team and Mrs Kelly Ramsey, member of the Senior Management Team.

The person coordinating the day to day S.E.N.D. provision for young people at St Michael's School is Mrs. K Ramsey.

The person coordinating the day to day pastoral provision and overseeing its coordination is Mrs Laura Howieson who is the Leader for Pupil Well-Being.

The Governor with oversight of the arrangements for inclusion, special educational needs and disabilities is Mr John Spatchet. Mr Spatchet can be contacted through the school office.

Definition of Special Educational Needs

In this policy, "special educational needs" refers to a learning difficulty or disability that requires special educational provision to be made for a child.

The SEN Code of Practice (DfES 2014) states that young people have a learning disability if

they:

- a) have a significantly greater difficulty in learning than the majority of young people who are the same age or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for young people of the same age in a mainstream school
- c) are under compulsory school age and fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.

Children and young people should not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught in school. Children and young people should not be regarded as having a learning difficulty simply because they have not made the expected progress in learning.

Definition of Special Educational Provision

Educational provision which is **additional to, or otherwise different from**, the educational provision generally made for young people of the same age who attend schools and settings maintained by the Local Authority (other than special schools) in the same area.

AIMS AND OBJECTIVES OF THE S.E.N.D. POLICY

All the staff employed at St Michael's Middle School are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. The school has high aspirations for all young people identified as having S.E.N.D; we strive to ensure that all students achieve their best, that they become confident individuals living fulfilling and rewarding lives and that they make a successful transition into adulthood.

AIMS

- to create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all young people can thrive;
- to identify at an early age, individuals who require extra help and support to help them achieve their full potential;
- to enable each young person to take part and contribute fully to school life;
- to develop self-esteem and resilience within individuals;
- to provide access to and progression within the curriculum;
- to involve young people in planning how to address and monitor their special educational needs and/or disability;
- to work in partnership with parents and carers to support young people's educational and health needs;
- to provide quality training for all staff that enables them to support young people with special educational needs or disabilities.

OBJECTIVES

- to identify and provide for young people who special educational or additional needs;
- to work within the guidance provided in the S.E.N.D. Code of Practice, 2014;

- to operate a “whole child, whole school” approach to the management and provision of support for young people with special educational needs or disabilities;
- to employ a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work within the bounds of the S.E.N. Inclusion Policy;
- to provide support and advice for all staff working with young people who have special educational needs.

ROLES AND RESPONSIBILITIES

The Governing Body will exercise their duty and have regard to the Children and Families act 2014 and the Equality Act 2010. This will include ensuring that St Michael’s Middle School arrangements supporting disability and medical conditions, equality, school and S.E.N.D. information pertinent to the S.E.N.D Policy are published.

The designated teacher responsible for coordinating S.E.N.D. provision for young people is Mrs Kelly Ramsey (sen@stmichaelsmiddle.org) Mrs Ramsey is responsible for coordinating the day to day S.E.N..D provision in school.

The person coordinating the day to day pastoral provision and overseeing its coordination is Mrs Laura Howieson who is the Leader for Pupil Well-Being. Mrs Howieson is also the Designated Safeguarding Leader in the school.

ADMISSION ARRANGEMENTS

St Michael’s Middle School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all young people, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Michael’s Middle School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the school liaises with the diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the Local Authority’s website (www.dorsetforyou.com/local-offer)

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES

St Michael’s Middle School has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. The school is mindful of the duties under the Equality Act 2010 to provide aids and services where appropriate. The school complies with the requirement to support young people with disability as defined by the Act.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St Michael’s Middle School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions (DfE 4/14) and will comply with the duties specified under the Equalities Act 2010. The school recognises that provisions relating to disability must be treated favourably and that St Michael’s is expected to make reasonable adjustments in order to accommodate young people who are disabled or who have medical conditions.

S.E.N. INFORMATION AND THE LOCAL OFFER

The school website holds information about S.E.N.D. and specific information about how young people with S.E.N.D are supported in the curriculum and around the school. We comply with the statutory requirement to publish a Special Educational Needs Information Report. This information is kept under review and updated regularly.

The school publishes further information about arrangements for identifying, assessing and making provision for young people with S.E.N.D on the local Authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find St Michael's Middle School or other Dorset schools.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At St Michael's Middle School we monitor the progress of all students to identify those at risk of underachievement. Teachers use the school's tracking systems and comparative national data to monitor the rate of students' progress and half termly pupil reviews to analyse quality first teaching that meets needs through clear and personalised differentiation. Staff use a wide range of tools to determine special educational needs including:

- Standardised tests;
- Information from parents/carers;
- Professional discussions;
- Half termly Pupil Reviews
- Medical information.

The S.E.N.D. Code of Practice: 0 to 25 (July 2014) identifies special educational needs under four broad areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health difficulties;
- Sensory and/or physical needs.

Students may have needs in more than one category; the school aims to ensure that individual plans match personal learning requirements. The purpose of identification is to assess the action the school should take, not to label a young person.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of young people with special educational needs or disability will have their needs met at School Support with the use of a Personal Learning Journey (PLJ) that identifies personalised outcomes to facilitate learning and progress

The school recognises that pupil progress may be affected by other factors which are not classed as SEND, for example:

- Attendance and punctuality;
- Health and welfare;
- English as an additional language;
- Being in receipt of Pupil Premium;

- A Child in Care
- Children from Service families;
- Behaviour, where there is no underlying S.E.N.

STAFF RESPONSIBILITIES

All teachers are responsible and accountable for the development and progress of all the students they teach, including where students access support from Teaching Assistants or specialist staff. St Michael's Middle School recognise that high quality first teaching, differentiated for individual students, is the first step in responding to young people who may have S.E.N.D. Additional intervention and support does not compensate for a lack of quality teaching.

If a young person is identified as having special educational needs, the school will seek to remove barriers to learning and will put effective special educational provision in place to meet the young person's needs. This support will take the form of a four-part cycle of **assess, plan, do and review**. This process helps staff to develop a deeper understanding of the student's needs and of what supports the student in making progress and securing good outcomes. This process is known as the **graduated approach**. The school may request support from other agencies when determining how best to support the student.

WORKING WITH OTHER COLLEAGUES AND AGENCIES

Regular meetings take place between the SENDCos of the schools in the Wimborne Academy Trust and with SENDCos from feeder schools. The SENDCo also attends termly Local Authority Inclusion Briefings.

St Michael's Middle School makes full use of experts in a number of fields when supporting the needs of its students. Effective liaison takes place between the school and the following individuals or support agencies:

- Educational Psychologist Service;
- School Health Service;
- Local Medical Services;
- Locality;
- Social Care;
- Hearing and Visually Impaired Support Service;
- Speech and Language Service;
- Poole Hospital Children's Therapy Service;
- CAMHS teams.

Parents/carers are consulted before the involvement of any outside agency and are kept fully informed about the advice provided by all agencies.

EVALUATING THE SUCCESS OF PROVISION

In order to make consistent and continuous progress in relation to the provision for young people with S.E.N.D, the school encourages feedback from staff, parents and students throughout the year.

This policy will be kept under regular review. The Governors will be able to gauge the success of the policy by gathering evidence such as:

- Staff awareness of individual student need;

- Evidence of early identification of individual needs;
- Academic progress of students with S.E.N.D.
- Involvement of students with S.E.N.D. in extra curricula activities and residential trips;
- The number of students making literacy and numeracy progress;
- Pupil attendance;
- Number of exclusions;
- Consultations with parents/carers;
- Students' awareness of their own achievements.

TRANSITION ARRANGEMENTS

St Michael's Middle School is committed to ensuring that parents/carers have confidence in the school's arrangements for children on entry to the school, in year to year transitions and at the point of exit and transition to their next school. Staff aim to have detailed discussions about all children's individual needs before the child transfers to St Michael's Middle School. Similarly, the SENDCo meets with the SENCOs of the three local upper schools to ensure that pupils' needs are not overlooked.

The Authority aims to move all children's Statements of Special Educational Needs on to Educational, Health & Care Plans when they transfer to Year 9. The local authority aims to have moved all Statements on to Education, Health & Care Plans by 2018.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made to speak to and explain the issues to the SENDCo, the Leader for Pupil Wellbeing or the Headteacher.