



St Osmund's Middle School

SEN and Disability Policy

Date: June 2018

The Special Educational Needs an

This model policy has been structured based upon the SEND Code of Practice: 0 to 25 years – January 2015, the SEND Regulations (2014 No. 1530), and follows the advice provided by NASEN.

The school has a legal duty to publish the SEN Policy on its website together with SEN Information, and a link to Local Offer information contained on Dorset's Family Information Directory held within the Dorset for You website. The SEN Policy, as with all other policies, can be made available as a hard copy upon application to our School Office.



St. Osmund's Middle School

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND 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*)
- SEND Code of Practice 0 to 25 (January 2015)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities'.

SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability within St. Osmund's Middle school.

The designated teacher responsible for coordinating SEND provision for children/young people is: Paul Absolom - SENCO and Leader for Pupil Wellbeing. This person is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEN and disability is: Lesley Bainbridge.

AIMS AND OBJECTIVES

'*Inspire. Empower. Achieve*'. St. Osmund's Middle school has high aspirations for pupils identified as having an SEND. We strive to ensure all pupils achieve their potential, become confident individuals living fulfilling lives, and make a successful transition into their next school.

AIMS

- To provide pupils with a broad, balanced and inclusive curriculum, and which meets academic and pastoral needs.
- To enable each child to take part in and contribute fully to school life.
- To recognise the individual learning needs of pupils, identifying at an early stage those who require additional help and support.
- To involve pupils and families in the planning and review processes, working in partnership with parents and outside agencies.
- To provide quality-first teaching across all subject areas for students with special educational needs and / or disability.

OBJECTIVES

- To ensure a child with SEN receives the appropriate levels of support to allow engagement in activities alongside all other pupils.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To provide a Special Educational Needs and Disability Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- To communicate effectively with parents and pupils to agree outcomes and strategies for them to be achieved.
- To provide support and advice for all staff working with SEN pupils.

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 insuring arrangements for St. Osmund's Middle school's support for disability and medical conditions, equality, school and SEND information pertinent to the SEN Policy are published accordingly.

There is a named governor with responsibility for SEN. This governor meets formally with the SENCO each term to discuss how the school is meeting the requirements of the Code of Practice and the long term direction of SEN.

All teaching staff are responsible for planning a differentiated curriculum including a variety of teaching and learning styles, and tasks to address the needs of all the pupils within their class. They should be aware of the school's procedures for identifying, assessing and making provision for pupils with SEN and be familiar with the relevant parts of the Code of Practice. The SENCO is available to liaise with and advise staff on SEN provision in the school and contacting external agencies. Regular meetings will take place to monitor provision maps, outcomes and the progress of children with SEN.

One of the roles of the support staff is to work with pupils who have SEN. They will work under the direction of the class teacher and/or SENCO. The SENCO will monitor the work of teaching assistants, informally through regular group meetings and formally through lesson observations and the school appraisal process.

The SENCO is responsible for co-ordinating the assessment and provision for pupils with special needs by;

- supporting teachers to write and review outcomes
- co-ordinating the work of the Teaching Assistants with SEN pupils
- liaising with external agencies and parents, as necessary
- regular maintenance of the SEN register
- conducting annual reviews for pupils with either a Educational Health Care Plan (EHCP)
- monitoring, with the Headteacher and the senior leadership team, the quality and effectiveness of provision for pupils with SEN

- reviewing the staff training needs and arranging provision in consultation with the Headteacher and the senior leadership team
- auditing and acquiring SEN resources as necessary
- managing the SEN resources budget.

ADMISSION ARRANGEMENTS

St. Osmund's Middle school uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all pupils, including those who are disabled, in a fair and non-discriminatory way, securing admission to school. In addition to this, the school makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St. Osmund's Middle school will liaise with the local authority, health services and parents 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 and the school website.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school monitors and reviews accessibility in conjunction with the Governing body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support students with disability as defined by the Act.

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEN and specific information on how pupils with SEN are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEN information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for pupils with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer and then by using the search engine to find our school or other Dorset schools. The local offer website holds a directory on facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SENCO is responsible for the overall management of pupils with SEN. The SEN Team is managed by the SENCO and Principal TA, Senior TAs, TAs, ELSAs and Learning Mentors. They also support teachers to provide Quality First Teaching in the classroom. This will include up-to-date information on each pupil, strategies to implement in the classroom, daily opportunities to discuss individual pupil's needs and bespoke training. Teachers are responsible for ensuring that all pupils can access the learning, differentiating where appropriate.

We adopt a graduated approach of assess – plan - do - review which is outlined below.

A Learning Passport for SEN pupils is stored on the school data base and is instantly available to all teachers. In addition the form tutor will meet with the student and parents (where possible) to review and agree new learning outcomes and provision. These discussions will be recorded and outcomes will be circulated to teachers. Both the Learning Passport and Learning Outcomes will be updated regularly to meet the student's changing needs.

The Learning Passport will include the following:

- Student strengths, interests
- Areas of need
- Strategies to help in overcoming individual barriers to learning
- The Actions to achieve learning outcomes may include:
- TA support in the classroom
- Assistive technology eg '*dragonspeak*', laptop, i-pad, netbook
- Short term intervention eg literacy, reading, Maths and English booster groups, organisational clubs, memory strategies, communication groups, handwriting, fine and gross motor skills support
- Longer term intervention eg Nurture groups, emotional support, behavioural support and specific targeted intervention following diagnostic recommendations
- Specialist Support Services eg Hearing and Vision Service, Speech and Language Therapy, Educational Psychologist, Behaviour Support.

Intervention from Specialist Support Services will be requested if students do not achieve outcomes ie they continue to make little or no progress or continue to work at levels substantially below those expected of pupils of a similar age (despite evidence based SEN support delivered by appropriately trained staff.) If this is not successful, the SENCO will apply to the Local Authority Planning Co-ordinator to request additional funding and support. (Please refer to the Local Authority website which provides detailed information regarding the process.)

Learning needs are classified in three categories; 'SEN Concern', 'SEN Support' or 'Education, Health & Care Plan' (EHCP). The SEN register comprises those students identified as 'SEN Support' and those with an 'EHCP'. The majority of students with special education needs or disability will have their needs met at the school support level.

Our teachers are responsible and accountable for the development and progress of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have learning needs. This is known as a 'graduated response'. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Where it is clear that additional intervention is not supporting progress it is likely that a pupil may have special educational needs. If a pupil has been identified as having special educational needs a support plan and a learning passport will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a pupil does have SEN, the decision is recorded in the school records and the pupil's parents will receive formal notification that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for pupils identified with SEN.

Staff monitor the progress of all pupils to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress would be:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Pupil Premium (PP)
- Looked After Children (LAC)
- Disability where there is no impact on progress and attainment
- Behaviour where there is no underlying SEN
- Bereavement and family issues
- Attitudes to Learning

MANAGING SEND STUDENTS IN OUR SCHOOL

Where a pupil is identified as having SEN and or a disability, the SENCO will adopt a process of "Assess, Plan, Do, Review". This method is detailed in the SEN Code of Practice (*January 2015*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents and pupils to agree action and monitor individual progress over time, so that special educational needs for all pupils are addressed appropriately, effectively and with good outcomes.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Progress data is collected across all subjects during an academic year. This data is monitored to ensure that students are on track to achieve their end of year targets.

The SENCO and Principal Teaching Assistant of SEN work together to monitor student progress and identify any additional intervention that is required. Intervention plans identify clear measureable outcomes which are monitored to evaluate the impact of the intervention.

REMOVAL FROM THE SEND REGISTER

A pupil will be removed from the SEND Register if it is deemed they have made sufficient progress over a period of time, are able to access the curriculum successfully and are making progress in alignment with peers. It is possible that some pupils may require support for particular aspects of their learning due to their underlying learning issues. All pupils will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some pupils it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A pupil with an EHCP will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice. The ceasing of an EHCP is determined by the local authority where a pupil no longer requires the special education provision a specified in the EHCP.

However a pupil's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

St Osmund's Middle School will work within the statutory guidance; Supporting Pupils at School with Medical Conditions (*DfE April 2014*). We will comply with the duties specified under the

Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that the school is expected to make reasonable adjustments in order to accommodate pupils who are disabled or have medical conditions.

TRANSITION ARRANGEMENTS

St Osmund's Middle School is committed to ensuring that parents have confidence in the arrangements for pupils on entry to our school, in the year to year progression and at the point of exit and transition to their next school.

The school will offer enhanced transition opportunities for pupils with SEN. This will include pupils joining our school as well as those who will be leaving it. Enhanced transition will include familiarising pupils with their new environment and answering questions and concerns that they may have through our transition programme with the support from our colleagues in the Dorchester Area Schools Partnership.

Pupils for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - Jan 2015*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and pupils as and when required.

The SENCO will provide information on specific needs for new staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

St Osmund's Middle School presents its SEN information in three ways:

- i. By information placed on the school website.
- ii. By following the link from the school website to the local authority's Local Offer website;
- iii. Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

St Osmund's Middle School publishes its Accessibility Plan on the school website.

COMPLAINTS

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

REVIEWING THE SEND POLICY

This policy will be reviewed annually and updated.

P Absalom (SENCO)

June 2018