



Special Educational Needs and Disability Policy



St. Osmund's Middle School

Approved By:	Wessex MAT Board of Directors
Date:	10.02.2021
Review Date:	09.02.2022
Signed:	Chair of Directors – G.Batt 
Adopted By:	LGB – St Osmunds
Date:	15.02.2022
Signed:	Chair of Governors – E White 

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1. COMPLIANCE



St. Osmund's Middle School

1. COMPLIANCE

1.1 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 (July 2014)
- Schools SEN Information Report Regulations (2014)

2. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) – SCHOOL INFORMATION

2.1 The Headteacher Saira Sawtell has overall responsibility for SEND at St. Osmund's Middle School

2.2 The designated teacher responsible for coordinating SEND provision for children/young people is: Chloe Carter-Miles – SENDCO. This person is a member of the Senior Leadership Team.

2.3 The person co-ordinating the day to day SEND provision for children/young people in our school is the SEND Manager – Amelia Dipple

2.4 They can be contacted at:

ccarter-miles@stosmunds.dorset.sch.uk 01305 262897 (School Office)
0adipple@stosmunds.dorset.sch.uk 01305 262897

2.5 The Governor with oversight of the arrangements for SEN and disability is: Emma Gould. She can be contacted via the school office on egould@stosmunds.dorset.sch.uk

2.6 This policy was developed in conjunction with parents and carers, students, governors, teachers, teaching assistants and the leadership team.

3. AIMS AND OBJECTIVES

3.1 SEND support is used to enable and empower our students so that they develop confidence and growing independence. We consider this culture of inclusion to be everyone's responsibility and it exists throughout the school. It is driven by the high aspiration we have for all young people in our school to make successful transitions throughout their education/a successful transition into adulthood, whether into employment, further or higher education or training, leading to a happy, fulfilled and productive life.

3.2 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 individuals who need extra help and support;
- To enable each young person to take part and contribute fully to school life;
- To develop each individual's self-esteem and positive view of him or herself as a learner;
- To provide access to and progression within the curriculum;
- To involve young people in planning to address and monitor their special educational needs and / or disability;
- To work in partnership with parents to support their children's learning and health needs;
- To provide quality training for staff in special educational needs and disability.

3.3 OBJECTIVES:

- To identify and provide for young people who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a person-centred, whole school approach in the management and provision of support for young people with special educational needs or disability;
- To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEND Policy;
- To provide support and advice to all staff who work with young people with SEND.

4. ROLES AND RESPONSIBILITIES

4.1 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 our school's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published on the school website.

4.2 There is a named governor with responsibility for SEND. This governor meets formally with the SENDCO and SEND Manager each term to discuss how the school is meeting the

requirements of the Code of Practice and the long term direction of SEND. The SENDCO reports to the Governing Board as requested in monthly meetings.

The SENDCO is a qualified teacher and completed the National Accredited SENDCO Award through Exeter University in 2019. The SEND Manager is an experienced Principal TA and has a level 7 diploma in teaching and assessing learners with dyslexia/specific learning difficulties. She also line manages the Teaching Assistant team.

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. The intention is for Quality First Teaching to be evident across all areas of the school. Staff should be aware of the school's procedures for identifying, assessing and making provision for pupils with SEND and be familiar with the relevant parts of the Code of Practice. The SENDCO is available to liaise with and advise staff on SEND provision in the school and contacting external agencies. Regular meetings will take place to monitor provision maps, outcomes and the progress of children with SEND.

One of the roles of the support staff is to work with pupils who have SEND. They will work under the direction of the class teacher and SEND Manager. The SENDCO and SEND Manager will monitor the work of teaching assistants, informally through regular group meetings and formally through lesson observations and the annual school appraisal process. The SENDCO 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 SEND Manager and Teaching Assistants
- liaising with external agencies and parents as necessary, including Educational Psychologist, Hearing Support, Vision Support, Local Authority SEN Provision Leads, Local Authority Specialist Teachers, Paediatric Services, Child and Adolescent Mental Health Services (CAMHS), School Nurses and Early Help
- regular maintenance of the school SEND register
- conducting annual Person Centred Reviews (PCR) for pupils with an Educational Health Care Plan (EHCP)
- monitoring, with the Headteacher and the senior leadership team, the quality and effectiveness of provision for pupils with SEND
- reviewing the staff training needs and arranging provision in consultation with the Headteacher and the senior leadership team
- auditing and acquiring SEND resources as necessary
- managing the SEND resources budget.

4.3 The SENDCO and SEND Manager liaise closely with key staff including the Headteacher, Co-ordinator for Looked After Children and Pupil Premium, DSLs, Year Leaders, form tutors and subject teachers requiring advice on how to help students to reach their potential. The team of Teaching Assistants liaise with teachers, form tutors along with the SEND Manager.

5. ADMISSION ARRANGEMENTS

5.1 Our 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.

5.2 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, we liaise with the local authority education services, 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 at www.dorsetforyou.com/local-offer.

6. FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

6.1 The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to 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 in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support young people with disability as defined by the Act.

6.2 At this school we might use the following to support children with SEND:

- The 'Study' – a designated learning facility offering individual work spaces, quiet seating areas and facilities for learners to work alone or in a small group with staff. This is managed full-time by the Study Learning Mentor.
- Assistive technology including laptops, ipads and braille equipment.
- Sensory rooms for children with heightened sensory need (with resources to help support the wide range of needs)
- Nurture and ELSA Base – suitable for one-to-one, small group or family meetings and managed by a full-time ELSA.
- Conference Room – for meeting with external agencies, professional, parents and intervention sessions.
- Weekly outreach support from the DASP Communications Lead, supporting children with ASC and social communication.
- Physical environment (including lifts and wheelchair access).

7. SEN INFORMATION AND LOCAL OFFER

7.1 The school website holds information about SEND and specific information about how young people with SEND are supported in the curriculum and around the school. Link for the SEND section of the school website is:

https://www.stosmunds.dorset.sch.uk/web/send_pupil_wellbeing/507424

The section includes the structure of SEN and wellbeing along with the 'SEND Report' (detailing provision for SEND within St. Osmund's) along with other applicable policies and information.

We comply with the statutory requirement to publish SEND 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 / carers, governors and staff.

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

8. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

8.1 The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

8.2 Young people may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

8.3 Teachers work closely with the SENDCO to identify and assess need. External agencies are called upon where required to support identification.

8.4 Our school uses a wide range of tools to assess the SEN support required. Many of our students with additional needs are identified by staff in their first school or Special Educational Needs and Disabilities Co-ordinator (SENDCO). There is close liaison between the first schools SEND teams and SEND Manager / SENDCO at St. Osmund's followed by careful planning to ensure that learning differences are catered for. The SEND team is very experienced and well-qualified and can advise on a range of learning needs including specific learning difficulties such as dyslexia, dyspraxia or dyscalculia, speech and language difficulties, autistic spectrum conditions and moderate learning difficulties. We have a team of around 16 Teaching Assistants (TAs) including staff who are experienced in working with students with a visual impairment or physical disabilities.

**For further detail please refer to the school 'SEND Report' on the school website.*

8.5 The Dorchester Area Schools Partnership (DASP) Communication Lead supports children identified with needs associated with communication and ASC in school on a weekly basis.

8.6 In addition, all staff strive to listen to concerns of parents and carers and appreciate that they have a unique insight into their children. The views parents/carers will be taken into consideration for any decisions respecting their children.

8.7 Once at our school there is a whole school approach to identifying needs. Please refer to the school 'SEND Report' on the school website for details of the school *Learning Passport* and *Provision Tracker*.

8.8 Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met through a whole school approach and be placed on the SEN Register at the level 'SEN Support' in compliance with the SEND Code of Practice 0 to 25 (July 2014).

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

8.10 High quality teaching, differentiated for individual learners is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all students including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a young person may have special educational needs. If a young person has been identified as having special educational needs, personalised learning profiles will be created and the school will keep careful records in order to monitor progress.

8.11 Where it is decided that a young person does have SEND, the decision should be recorded in the school records and the parents / carers will be informed in writing that special educational provision is being made.

8.12 The SENDCO will use in-school tracking and comparative national data and expectations to monitor the level and rate of progress for young people identified with SEND.

8.13 Staff monitor the progress of all students 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.

8.14 Examples of other influences upon progress may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Families on a low income
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

8. MANAGING SEND CHILDREN IN OUR SCHOOL

9.1 Where a young person is identified as having SEN and or a disability, our school adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

9.2 In addition to the normal reporting arrangements, parents are informed about the progress if they are following additional programmes or interventions. For students with Statements or EHC Plans, Person Centred Planning and Review meetings take place so that families and young people are involved in deciding next steps and parents / carers are advised on how to help support learning outside of the school.

9.3 Contact to parents is achieved through the school 'SIMS InTouch' online system which includes email and text or telephone, along with regular parental consultation evenings. Students are actively encouraged to take ownership of their own learning and target-setting.

9.4 Training and information events are held throughout the year through our 'SEND Focus Group' programme. Programmes, dates and associated resources are well advertised on the school website and through 'SIMS InTouch'. Events supporting parents of children with a diagnosis / strong traits of Autistic Spectrum Condition (ASC) are also supported by professionals from the local authority Early Help

9.5 Whilst subject teachers hold the responsibility for evidencing progress, contributions may also come from Teaching Assistants supporting a student. If a student fails to make progress the SEN team are asked to identify further strategies or interventions. Information will be captured using person-centred approaches to share the young person's views. A provision map is also used as a snapshot of what a young person is receiving that is 'additional to' or 'different from' what is widely available.

9.6 If the SENDCO identifies that the school is unable to fully meet the needs of a student through our own provision arrangements, external advice is gained through our colleagues in education, health or social care. A joint framework for working or Common Assessment Framework process will be used and this will always be in collaboration with parents and carers and the young person's wishes and views will be actively sought.

[SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]

9. MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

10.1 Provision for students is monitored and evaluated through gathering views of individual students, parents / carers feedback, views of staff and by using school data to ascertain effectiveness and value for money. An effort is made to measure qualitative outcomes as well as academic process (such as how prepared a young person feels to move onto the next stage of education, or how motivated they are in school).

10.2 Sometimes a student fails to make expected progress in spite of our best endeavours and where this is the case the SENDCO, in collaboration with the student and family, other staff and / or external services, will look at the case in detail to gain an understanding of what the barrier to learning is so that additional provision can be put in place.

10.COMING OFF THE SEND RECORD

11.1 A student will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some young people 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.

11.2 Some pupils with particular needs, usually which are long-lasting, may develop skills and strategies which help to minimise the impact of their difficulty to a level at which the need can be met through quality first teaching. An example of this might be a child with dyslexia, who has had support to work around barriers in order to be a confident and independent learner and as a result and is making good progress. In this case, additional support may no longer be necessary, even though the child requires examination Access Arrangements.

11.3 EHC Plans are reviewed annually. A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a young person no longer requires the special education provision as specified in the EHC Plan. However, his or her progress will continue to be monitored by using the school's tracking systems.

11.STORING AND MANAGING INFORMATION

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

12.2 All paper records will be held in line with the Trust's policy/protocol on security of information. All people working with a particular student will have access to any records or reports but the originals will be kept securely and confidentiality will be maintained.

12.SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

13.1 Our 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 our school is expected to make reasonable adjustments in order to accommodate young people who are disabled or have medical conditions.

13.TRANSITION ARRANGEMENTS

14.1 Our school is committed to ensuring transition is highly effective for our children with SEND.

14.2 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 SEND. 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 (DASP).

St. Osmund's Middle School, in conjunction with its three main catchment schools, employ a full-time Transitional Learning Mentor (TLM) for pupils moving from years 4 to 5. The TLM works from spring half term in the catchment schools with year 4 pupils and transitions with them in September into year 5. The TLM continues to support the new cohort as year 5 until the spring half term. This provides for special arrangements and bespoke packages for individuals according to level of need. The TLM along with the SEND Manager will attend any EHCP Person Centred Reviews for year 4 pupils in catchment schools.

14.3 For year 8 pupils with an EHCP, Person Centred Reviews will be held within the first half term with the SENDCO from their chosen upper school invited to attend.

Enhanced transfer arrangements for year 8 pupils identified as requiring additional support, will be organised by the SEND Manager, ELSA and DASP Communication Lead. Parents will be informed of programmes and events accordingly.

14.4 During their time with us, students with EHC Plans are supported to think about their long-term goals and they will have annual Person Centred Reviews with their parents / carers. These help school staff and people at home to think about the 'whole person' and what we need to do to help them get to the next stage in their lives. This process is usually an empowering experience as it gives a degree of control that can sometimes be missing in the life of a young person with additional needs.

14.TRAINING AND RESOURCES

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

15.2 The SENDCO, SEND Manager and TA team meet weekly in order to monitor the progress of young people with SEND but also to deliver training to enable to TAs to provide high quality support.

15.3 The SENDCO and SEND Manager will provide information on specific needs for new staff and teachers who are training.

15.4 The SENDCO and SEND Manager maintain up-to-date knowledge by training with other schools in Dorset through the Inclusion Briefing Network, through the Dorchester Area Schools Pyramid (DASP) and via membership of the National Association of Special Education Needs.

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

15.SEND INFORMATION

16.1 Our school presents SEND information in three ways:

- i. By information placed on the school website which can be found on the main school website.
- ii. By following the link to the local authority's Local Offer website www.dorsetforyou.com/local-offer.
- iii. Through information contained in this policy which is also published on the school website.

16.2 All information can be provided in hard copy and in other formats upon request.

16.ACCESSIBILITY

17.1 Our school publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's Local Offer website; this can be found at www.dorsetforyou.com/local-offer..

17.COMPLAINTS

18.1 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 by them to speak and explain the issues to the SENDCO.

18.2 Wessex Multi-Academy Trust, of which our school is a member, publishes its Complaints Policy on the school website.

18.REVIEWING THE SEND POLICY

19.1 This policy will be reviewed and updated annually. Our school appreciates parents and carers views on all aspects of this policy and will ask for volunteers to help with the review process (please contact the SENDCO if you are a parent or carer, or any other stakeholder and wish to make suggestions or comments at any time).

19.LINKS TO OTHER RELATED POLICIES AND KEY DOCUMENTATION ON THE SCHOOL WEBSITE:

Anti-Bullying
ASC Eye Contact
DASP Attendance Statement
Data Protection (GDPR)
Health & Safety
Intimate Care
Mental Health & Emotional Wellbeing
Positive Handling
Relationships (behaviour)
Safeguarding & Child Protection
SEND Accessibility Plan
SEND Report
SEND & Wellbeing staff structure
Single Equality