



Special Educational Needs and Disability Policy



St Osmund's Middle School

Approved By:	Wessex MAT Board of Directors
Date:	27/05/20
Review Date:	26/05/21
Signed:	Chair of Directors – G.Batt 
Adopted By:	St Osmund's
Date:	
Signed:	

The Special Educational Needs and Disability Policy

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, Saira Sawtell, 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 – Assistant Headteacher (Inclusion) and SENCO. This person is a member of the Senior Leadership Team.

The people co-ordinating the day to day SEND provision for children/young people are the SENCO and SEND Manager Amelia Dipple. Contact details are:

pabsolom@stosmunds.dorset.sch.uk 01305 262897 (School Office) 01305 775074 (Direct line)

adipple@stosmunds.dorset.sch.uk 01305 262897

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 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 SEN. The SENCO reports twice termly to the Governing Body 'Welfare' sub-committee.

The SENCO is a qualified teacher and completed the National Accredited SENCO 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 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 SEND Manager. The SENCO 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 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 SEND Manager and Teaching Assistants
- liaising with external agencies and parents, as necessary including Educational Psychologist, Hearing Support, Vision Support, Local Authority SEN, Special Educational Needs Support Service (SENS), Paediatric Services, Child and Adolescent Mental Health Services (CAMHS), School Nurses and local Family Partnership Zones
- 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
- regular liaison with the leaders for Looked After Children (LAC), Pupil Premium and Pupil Wellbeing
- 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.

The school has a range of specialist SEND facilities in place which include:

- The 'Study' – a designated bespoke classroom offering individual work station, quiet seating areas and facilities for learners to work alone or in a small group with staff
- Two bespoke Sensory rooms for children with heightened sensory need (with a range of resources to help support the wide range of need)
- The 'Base' – bespoke nurture and ELSA room suitable for one-to-one, group or family meetings
- Meeting room – for meeting with external agencies, professional, parents and intervention sessions

- The 'Lift' room – dedicated facilities for learners to work on a one-to-one basis or in a small group with staff

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 comprises of the SENCO and SEND Manager, TAs, ELSAs and Learning Mentors. They 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. This is compiled by the SEND Manager and reviewed / updated regularly to meet the student's changing needs. The SENCO and SEND Manager are available at all Progress Consultation Evenings for parents to discuss these, alternatively parents can request a meeting at any point throughout the school year.

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
- Specific sensory need(s) and arrangements for these to be supported within school.

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)
- Families on a low income - 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 AT ST OSMUND'S MIDDLE 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.

In addition to normal school reporting protocols (including parental SIMS app), parents are informed about progress following additional programmes or interventions. Students are actively encouraged to take ownership of their own learning and progress targets. For pupils with an EHC Plans, Person Centred Planning and Review meetings take place to involve the child and their family, and to ensure they are involved in deciding next steps along with parents / carers receiving

advice upon how to help support learning outside of school.

Training and information events are held termly through the 'SEND Focus Group' programme. Programmes, dates and associated resources are well advertised on the school website or via the school 'Parentmail' system. Events supporting parents of children with a diagnosis / strong traits of Autistic Spectrum Condition (ASC) are also supported by professionals from the local Family Partnership Zone.

If the SENCO identifies that St Osmund's Middle School is unable to fully meet the needs of a student through our own provision arrangements, external advice is gained through colleagues in education, health and social care or other appropriate professional services. A joint framework for working will always be in collaboration with parents and carers.

[see sections 6.36-6.56 and 6.58-6.78 of SEND CoP]

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Progress data is collected across all subject areas during an academic year. This data is monitored regularly to ensure that students are on track to achieve their attainment and progress targets. If a student fails to make expected progress in spite of our best endeavours, investigation into possible barriers to learning will take place. This may require a programme of targeted intervention.

The SENCO and SEND Manager work together to monitor student progress and identify any additional intervention that is required. This will be in conjunction with subject staff and middle leaders. 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.

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 pupil with dyslexia, who has had support and has achieved a functional level of literacy and now uses Assistive Technology and therefore has become a confident and independent learner as a result and is making good progress. In this case, additional support may no longer be necessary, even though the pupil requires examination Access Arrangements. Hence, this pupil would not need to be on the SEND register even though teachers would still need to be informed that the student had dyslexia.

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 specified in the EHCP. However the 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. All people working with a particular pupil will have access to any records or reports but the originals will be kept securely and confidentiality will be maintained.

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 St Osmund's Middle 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 (DASP).

St Osmund's Middle School, in conjunction with its three main catchment schools employ a full-time Transitional Learning Mentor (TLM) from 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 then 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 Annual Reviews for year 4 pupils in catchment schools.

For year 8 pupils with an EHCP, Annual Reviews will be held within the first half term with the SENCO 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 Co-ordinator. Parents will be informed of programmes and events accordingly.

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 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 and SEND Manager will provide information on specific needs for new staff.

The SENCO maintains up-to-date knowledge by training with other schools in Dorset through the Inclusion Briefing Network, through termly DASP SENCO meetings and via the National Association of Special Education Needs.

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.

LINKS TO OTHER RELATED ST OSMUND'S POLICIES AND KEY DOCUMENTATION

Accessibility Plan

Intimate Care

Mental Health & Emotional Wellbeing

ASC Eye Contact

SEND Report

SEN Local Offer

Safeguarding & Child Protection

Single Equality

Positive Handling

Relationships (behaviour)

P Absolom (SENCO)

November 2019

