

# Corbridge Middle School



## Special Educational Needs and Disability (SEND) Policy

<b>Name of Policy</b>	<b>SEND Policy</b>
<b>Named Person(s)</b>	<b>J Kennedy</b>
<b>Review Committee</b>	<b>Governors</b>
<b>Last review date</b>	<b>October 2015</b>
<b>Next review date</b>	<b>October 2016</b>



### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Teachers Standards 2012

### **Introduction**

Corbridge Middle School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

The Governing Body and staff at Corbridge Middle School believe that all pupils are valued equally. Pupils with special educational needs are not viewed as a separate entity but are part of the whole School approach where different pupil's needs are recognised and met through varied and flexible provision throughout the curriculum.

### **Objectives and Guiding Principles of the SEND Policy**

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum and school life.
- To enable children in the school to work towards promoting a positive self image and self worth.

- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

To ensure this we will:

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator(SENDCo) who will work with the SEND Inclusion Policy
- provide support and advice for all staff working with special educational needs pupils

### **Inclusion**

All pupils at Corbridge Middle School are equally valued, regardless of whether they have special educational needs. They are included into every aspect of school like sharing meal times, recreation times, school clubs and visits. Corbridge Middle School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all children;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all.

### **Definition of Special Educational Needs**

The Special Educational Needs Code of Practice states 'a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.' A child may be considered as having a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

This SEND policy details how Corbridge Middle School will do its best to ensure that the necessary provision is made for any pupil who has special education needs and those needs are made known to all who teach them. The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the school. The school will have regard to the Special Educational Needs Code of Practice when carrying out duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

### **Identification of 'SEND'**

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

*“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.*

Some children arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCo or the Head teacher.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

### **Broad Areas of Need (See Appendix 1)**

There are four broad areas of need:

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our Local Offer provides further information about the agencies we work with.

### **SEND Support**

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded in a profile called a SEND Passport, together with recommended strategies for provision. Additional SEND interventions for children are listed on this document; where these are accessed, SEND group intervention plans record the targets and progress of pupils involved. Children who have a statement (EHC) also have an individual support and intervention plan, in response to their specific needs, which outlines in more detail the particular provision required for these pupils. Decisions made about the desired outcomes, including the expected progress and attainment for that child, are undertaken collaboratively; the views of parents/carers, as well as pupils themselves, are central to these discussions.

Both the SEND Passport and, where appropriate, group or individual support and intervention, are aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed termly at least termly. Parents are invited to discuss their child's needs, support, targets and progress as regularly as is needed, and certainly at least once a term. Class teachers and the SENDCo are available for further discussion by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

- **Assess** - in identifying a child as needing SEND support, the class teacher, working with the SENDCo, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment,

and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

- **Plan** - Where it is decided to provide additional / SEND support, and having formally notified the parents, the practitioner / class teacher and the SENDCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **Do** - The class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEND support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCO should support the class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the class teacher and SENDCO, taking into account the child's parents and the child's views. This should feed back into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting of targets, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

### **Our School's Graduated Approach to SEND**

#### **Level 1**

Children receive inclusive quality first teaching which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

## **Level 2**

### Additional School Intervention

Continued or increased concern may lead to children receiving additional targeted interventions to accelerate their progress to age-related expectations. These may include group or 1:1 teaching. The SENDCo will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching.

## **Level 3**

### High Need

Where a child continues to make less than expected progress, despite interventions, they will receive highly personalized interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this and work with school staff to select effective teaching approaches, equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

The school will meet its duty to respond to any request for information relating to a statutory assessment to the local authority within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

## **Education, Health and Care (EHC) plans**

Corbridge Middle School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

## **Reviewing an EHC plan**

Corbridge Middle School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

### **Monitoring and Evaluation**

The SENDCo

- monitors the movement of children within the SEND system in school and the differentiation of work by class teachers for children with special educational needs.
- is involved in supporting teachers involved in drawing up Intervention Plans for children and reviews the work of the school in this area.
- liaises with support staff who work with children who have special educational needs, in order to monitor pupil progress.
- liaises with staff at the end of each half term to ascertain which pupils are not making expected progress.

### **The Role of the Special Educational Needs Coordinator (SENDCo)**

The SENDCo at Corbridge Middle School is Mrs Ricketts and her responsibilities include

- Managing the day to day operation of the SEND policy;
- Coordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with the First and High school SEND Departments to ensure the effective transfer of pupils' SEND records.

### **The Role of the Governing Body**

The named governor responsible for special educational needs is Mr Latham. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure, through Headteacher delegation, that all teachers are aware of the importance of providing for these children. The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENDCo and other staff;
- Evidence from monitoring classroom practice by the SENDCo
- Analysis of pupil tracking data and test results;

- Value added data for pupils on the school's SEND register;
- Evidence from OFSTED inspection reports;
- Governors' annual report to parents
- School Development Plan

### **Partnership with Parents**

At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

We work with SEND Support Services as appropriate and have clear procedures for involving support services. Such contacts are made through the Headteacher or SENDCo and discussions involve parents whenever possible.

### **Partnership with Pupils**

Children's views matter to us. Whenever appropriate, from an early age, children are encouraged to be actively involved in setting targets for their Intervention Plans and reviewing their performance. For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support or interventions they are given.

### **Staff Development**

The school is committed to providing CPD and SEND is a regular part of this.

### **Data and record keeping**

Corbridge Middle School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details or additional or different SEND provision on a provision map.

### **Special Facilities and Building Adaptations**

Corbridge Middle School is implementing an accessibility plan which aims to further improve access to all facilities and to the curriculum.

### **Policy Monitoring**

This policy should be read in conjunction with all other Corbridge Middle School policies, in particular Equal Opportunities Policy, Teaching and Learning Policy, Admissions Policy and Assessment Policy.

## **Appendix 1 - Broad areas of need From Code of Practice (0-25) 2014**

### **Communication and Interaction**

- 6.28** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29** Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

- 6.30** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31** Specific learning difficulties (SpLD), affect one or more specific aspects of learning.  
This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health Difficulties**

- 6.32** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 6.33** Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

### **Sensory and/or Physical Needs**

- 6.34** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- 6.35** Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.