

# SPECIAL EDUCATIONAL NEEDS POLICY & PROCEDURES

**Issued:**

**Review: Term 1 annually**

**Last review: September 2022**

## **SEND PROVISION**

### **Rationale**

The Midsomer Norton Schools Partnership (MNSP) is committed to inclusive education which values and develops each individual. This policy describes the ways in which the schools meet the needs of students who experience a barrier to their learning as a result of their special educational needs. It outlines how students with special educational needs are identified, assessed, supported, monitored and reviewed so that they can access an appropriate curriculum and achieve in line with their potential.

### **Roles and Responsibilities**

- The Trust will be responsible for adopting the policy and reviewing its effectiveness.
- The Leadership Team will be responsible for monitoring the effective implementation of the policy over time.
- The SENDCo has responsibility for the day to day management and implementation of the policy and procedures and for managing and deploying resources effectively as outlined in the Special Educational Needs and Disability: Code of Practice (DfE: January 2015).
- Staff, including teachers and support staff will be responsible for ensuring that the policy and procedures are followed consistently.

### **Admissions**

- The MNSP adopts an inclusive admissions policy.
- The special educational needs of a student, curriculum arrangements and support will be carefully planned and considered as part of the school's admission process.
- In all decisions, due regard will be given to what is considered to be in the best interests of the individual and the whole student population.

### **SEND Specialist Provision**

- In line with the SEN Code of Practice 2015, this policy needs to be considered in conjunction with each school's SEND Information Report
- The support provided for all students with special educational needs is outlined in the appendix to this policy: *Special Educational Needs Procedures*.

- A team of specialist staff with relevant expertise and training support a wide range of special educational needs. Teaching staff have a responsibility to adapt or differentiate resources and provide varied, high quality teaching and learning styles to meet all students' individual needs.

## **Access**

In line with current Equality legislation, the Trust's Accessibility Plan outlines the access arrangements in place for all persons who have a disability.

## **IDENTIFICATION, ASSESSMENT & PROVISION FOR PUPILS WITH SEN**

### **Identification, Assessment and Review**

- The SEND Support Register includes the names of all students with SEND.
- The school adopts a graduated approach to students' special educational needs as outlined in the SEN Code of Practice 2015: this takes the form of a 4-part cycle of early intervention, planning and delivering support, monitoring and reviewing progress.
- Students are placed on the register at SEN Support (K) or Education, Health and Care Plan (EHCP) according to their level of need and support requirements.
- It is anticipated that individual students may move within these levels on the SEN register as their needs and support requirements change.
- All students on the Register have a provision plan which outlines their special educational needs and the strategies or interventions in place to meet these needs.
- Students with an EHC Plan also have a person-centred 'One Page Profile' which is reviewed and updated at the Annual Review.
- The process adopted by the school to request an EHC Plan follows the local authority's statutory assessment criteria.

### **Inclusion**

- The MNSP includes all students in an appropriate broad, balanced and differentiated curriculum including the National Curriculum.
- All teachers have a responsibility to differentiate teaching and learning resources in order to deliver high quality teaching to suit the individual needs of all students with SEND.
- All students are given the opportunity to engage in a wide range of extra-curricular activities.
- The MNSP has a policy of providing access arrangements for students in external examinations in accordance with exam board criteria.
- Due consideration is given to any issues of access to information or physical resources by students or members of the wider school community.
- Appropriate reasonable adjustments are made to school procedures to ensure fair access and inclusion for all.

## **Resourcing**

- Delegated SEND funding is deployed to meet all students' special educational needs equitably and effectively.
- In accordance with good practice, a system of 'provision management' is in place to effectively deploy resources and map provision for all students with SEND needs across all year groups.
- Accurate records of all SEND spending are maintained by the school's finance manager

## **Criteria for Evaluating Success**

- A range of attainment data is used to assess, plan, monitor and review individual student performance.
- Students with SEND are set realistic and attainable personal targets.
- Students with SEND are expected to achieve in line with their personal school-based targets and national expectations.
- Students with SEND will receive appropriate transitional support and guidance at all key stage transfers.

## **COMMUNICATION AND COLLABORATION BETWEEN SCHOOL STAFF, PARENTS, STUDENTS AND EXTERNAL AGENCIES**

### **A collective responsibility of all school staff for students with SEND**

- All staff participate in the processes of special needs provision within the school.
- As outlined in the Code of Practice 2015, all teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants and specialist staff.
- All subject teachers acknowledge the targets and implement the strategies outlined on the provision plan and One Page Profile.
- All staff and tutors contribute to monitoring the provision plan and One Page Profile
- All staff will receive relevant training in effective classroom management of SEND as part of their ongoing professional development and the school's INSET / CPD programme.

### **Communication and collaboration with school staff, parents and external agencies**

- The SENDCo will maintain effective communication with parents, teachers and relevant pastoral or support staff.
- The SENDCo will liaise with all external professional agencies to help meet an individual's needs as outlined in the school's Special Educational Needs Procedures.

- Staff and parents are invited and encouraged to participate in the review of the provision plan or EHC Plan.
- Regular and frequent communication occurs between support staff and subject teachers to plan support and individual learning targets.
- MNSP recognises the value of working in partnership with parents and professional agencies. If a complaint arises regarding special educational needs provision, it is anticipated that this will be resolved through a meeting with the SENDCo in the first instance. If a concern persists, or the matter involves professional misconduct, the MNSP formal Complaints Procedure may need to be followed.

### **Student Voice**

- The MNSP actively involves all students in reviewing their progress against their own individual targets.
- Students participate in the writing and review of their provision plan and One Page Profile.
- The MNSP adopts a Person-Centred approach to review. Students with an EHC Plan actively participate in their Annual Review meeting.
- Students with SEND are encouraged to become involved in the school's 'student voice' initiatives.

### **Liaison with Other Schools**

- Each MNSP school has strong professional links with other local primary and secondary schools through the Trust's CPD/ Inset programme. Some schools are part of the Midsomer Norton School's Partnership SENCO Network and other clusters.
- Primary liaison arrangements are well established and information is transferred between schools. There is also good liaison between secondary schools and local sixth-form or further education colleges as part of key stage 4 to key stage 5 student transitions.

### **LINKS WITH OTHER POLICIES**

This policy should be implemented in conjunction with the following school policies:

- *Admissions procedures*
- *Anti-bullying*
- *Behaviour Management*
- *Child Protection Policy*
- *Complaints Procedure*
- *Data Protection / Freedom of Information*
- *Equal Opportunities*
- *Health & Safety*
- *Accessibility Plan*

## **SPECIAL EDUCATIONAL NEEDS PROCEDURES**

### **Defining Special Educational Needs**

A child or young person is defined as having Special Educational Needs if they have 'a learning difficulty which calls for special educational provision to be made for him or her' (SEN Code of Practice January 2015)

Further details of definitions can be found in the Code of Practice guidance available on the DFE website ([www.education.gov.uk](http://www.education.gov.uk))

### **Understanding Special Educational Needs**

Each SENDCo maintains a register listing all the students in their school who have been identified as having special educational needs. The information on this record enables the SEND team, teaching and pastoral staff to ensure that each individual student's needs are recognised and supported appropriately.

Types of SEND are recorded with an appropriate code, according to the Student Annual Census (PLASC) in line with the SEN reforms introduced in September 2014.

Code	Description	Definition
SpLD	Specific Learning Difficulty	Specific difficulties often with reading or spelling: 'Dyslexic or dyspraxic type' problems.
MLD	Moderate Learning Difficulty	'Global' weakness in literacy, numeracy and learning skills.
SEMH	Social, Emotional and Mental Health needs	Social and emotional needs, challenging or disturbing behaviour, possible mental health issues. Also includes ADD / ADHD/ Attachment disorder and Tourette's Syndrome
SLCN	Speech, Language & Communication Needs	Speech & Language impairment. Difficulties with expressive / receptive language.
ASD/ ASC	Autistic Spectrum Disorder/ Condition	The Autistic spectrum, including Asperger's Syndrome.
HI	Hearing Impairment	Auditory hearing impairment.
VI	Visual Impairment	Visual impairment.
PD	Physical Disability	Wide range of possible physical difficulties.
OTH	Other	Anything not appropriately covered above.

Each schools Additional needs register identifies all pupils who may require some additional support to enable them to be fully included. Alongside pupils with SEND, the register also identifies:

Student who are '**Looked after or were formally looked after**'. These pupils are included as LAC/Formally LAC on the additional needs register. Whilst LAC/Formally LAC is **definitely not** a SEND, it is important to be aware and monitor the progress of these young people, as they often underachieve academically and socially.

Students who have **English as an additional language (EAL)** needs are also not an SEND category but may need additional support with their language acquisition and classroom skills.

Students who have a disability which is recognised under the current Disability Discrimination and Equality Act criteria are identified as DIS. It is important that school staff are aware of any needs these pupils may have, even if the pupils themselves or their parents, may not consider them to be disabled.

<b>SEN Stage</b>	<b>Code</b>	<b>Description</b>	<b>Support at this stage</b>
<b>SEN Support</b>	<b>K</b>	<b>School based and external agency intervention</b>	Student receives support within school time & resources. May include TA support in the classroom or additional intervention support for literacy, learning or social needs. Support is recorded on a <b>Student provision plan</b> , updated regularly and shared with parents. Additional input may also be sought from an external professional agency, for example – LA agencies, CAMHS Service, Social Care Services etc. Good home/school communication is encouraged with opportunities to discuss and review provision regularly. This can take place with the SENDCo at Parents Evening, Academic Review Evening or at an arranged review meeting.
<b>Request for Statutory Assessment</b>	<b>Q</b>	<b>School request to the LA for a Statutory Assessment</b>	Student remains at SEN Support with all support arrangements in place. School completes a local authority request for a Statutory Assessment. This process must be completed within 20 weeks. If successful, the student receives an EHC Plan. If not, the student remains at SEN Support <b>K</b> .
<b>Education, Health and Social care plan</b>	<b>E</b>	<b>EHC Plan</b>	EHC Plan identifies SEN needs, provision & objectives. LA name school placement and possibly issue top-up funding. Students have a detailed provision plan and a One Page or Person Centred Plan. A mandatory <b>Annual Review</b> involving key staff is completed each year to review the plan