



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

Senior member of staff responsible:	Mr P J Lowe-Werrell, Head Teacher
Designated member of staff:	Mr G Davies, SENCo
Governor responsible:	Mr G Lawrence
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## SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

### 1. Principles and Objectives

This policy has regard to the definition of SEND stated in the 'SEND Code of Practice' – January 2015.

**"A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."**

A child has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of other students of the same age, *or*
- (b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means:

**"Educational provision that is different from or additional to, that normally available to students of the same age, which is designed to help children with SEND to access the National Curriculum."**

The aims of the school in relation to SEND are to:

- raise achievement;
- promote inclusive education and ensure that all students are offered high quality teaching that gives them access to a broad, balanced and relevant curriculum;
- allocate resources to support all students' needs, especially those with literacy and numeracy needs and SEMH;
- recognise that all teachers are teachers of special educational needs;
- put in place systems to ensure that, if students are not making progress, their needs are identified as early as possible;
- initiate intervention programmes that are based on evidence of need and follow a 'graduated response';
- operate a system of record-keeping and regularly monitor the progress of each student and the effectiveness of interventions;
- devise effective lines of communication between all involved: staff, parents, students, governors and other agencies.

## 2. Management of SEND within School

- All children have access to a broad and balanced curriculum. Students with SEND learn within this fully inclusive environment, with lessons planned and support tailored to meet their individual needs, so that progress is made. All students with SEND follow the National Curriculum with minor adjustments being made, where appropriate, to accommodate individual learning needs.
- We aim to recognise students' strengths and weaknesses and early identification and intervention is essential in this process. The identification of students with SEND is an integral part of the school's overall approach to monitoring the progress and development of all students. The school's arrangements for assessing and identifying students with SEND are set out in our SEND Information Report.
- We carefully monitor all students with a SEND, who are not making adequate progress in the four broad areas of need specified in the SEND Code of Practice, ie communication and interaction, cognition and learning, social emotional and mental health difficulties, and sensory and/or physical needs. This enables the early identification of any child who may require additional or different provision to be made.
- We meet regularly with parents/carers to set targets with clear outcomes and to review progress towards them. They are consulted when planning bespoke intervention and support programmes and are kept informed of any additional or different provision being provided for their son/daughter. We discuss the activities and support that will help the child improve and identify the responsibilities of the parent, the student and the school so that progress can be made in all aspects of the curriculum. Parents and carers are also invited to attend, and contribute to, all review meetings about their child.
- Teaching is planned to address the learning needs of all our students and tasks are differentiated to remove barriers to learning.
- We believe in equal opportunities and endeavour to make reasonable adjustments, both to the learning and physical environment to meet the physical, emotional and intellectual needs of all children and to ensure access to all facilities.
- Children with SEND are fully integrated into the school community and our curriculum provision recognises that all students should have access to a broad and balanced curriculum. They have access to all extra-curricular activities offered within the school, including trips and visits and involvement in sport, music and drama clubs.
- Parents and carers are encouraged to contact school if they wish to discuss any issues or concerns. This may be done through the student's form tutor or key stage leader if discussing general pastoral issues or progress, or through the SENCo if discussing issues specifically related to a student's special educational needs.

### 3. Co-ordination of SEND Provision

- The SENCOs (Special Educational Needs Co-ordinators) for Mary Webb School and Science College are Mr G Davies, Mrs K Mould and Ms S Keeling. The SENCOs have responsibility for Special Educational Needs Co-ordination across the school.
- The SENCOs contact details are: (01743 792100 / gdavies@marywebbschool.com, kmould@marywebbschool.com, skeeling@marywebbschool.com).
- Under the direction of the head teacher and the governing body, the SENCOs are responsible for:
  - overseeing the day-to-day operation of the SEND policy;
  - co-ordinating the provision for children with SEND;
  - liaising with the relevant designated teacher where a looked-after student has SEND;
  - advising on the graduated approach to providing SEND support and supporting teachers within the school;
  - disseminating information concerning students with SEND to all members of staff;
  - liaising with parents/carers of students with SEND;
  - liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
  - liaising with previous schools and potential next providers of education or training to ensure students and their parents are informed about options and a smooth transition is planned;
  - being a key point of contact with external agencies, including the local authority;
  - working with the senior leadership team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
  - ensuring that the school keeps the records of all students with SEND up to date;
  - liaising with the Head of Personalised Learning to co-ordinate and manage the effective deployment of a team of teaching assistants and learning mentors.
- The SENCOs will ensure that there is liaison with parents/carers and other professionals in respect of students with SEND.
  - All teachers are responsible for students with SEND. Quality first teaching is supported by a team of teaching assistants whose deployment is co-ordinated by Mrs K Mould, the Head of Personalised Learning & Transition.
- The SENCOs instigates and co-ordinates the formulation of the SEND policy and SEND Information Report. As working documents, they are evaluated and amended annually following comments received from all the relevant stakeholders involved.
- Inter-agency co-operation ensures that our provision meets the needs of the children with SEND.

#### 4. The Role of the Governing Body

- The link governor with responsibility for SEND is Mr G Lawrence.
- The governing body should:
  - ensure that there is a qualified teacher designated as SENCo within the school and that the post holder has achieved a National Award in Special Educational needs Co-ordination or is currently training;
  - ensure that effective provision is made for students who have SEND;
  - ensure that the quality of SEND provision is continually monitored and reviewed;
  - ensure that the needs of students with SEND are made known to all who are likely to teach them;
  - ensure that teachers are aware of the importance of identifying, and providing for, those students with SEND;
  - consult the LA and the governing bodies of other schools to ensure that SEND provision in the area is co-ordinated;
  - report to parents on the implementation of the school's SEND Policy;
  - have regard to the Code of Practice when carrying out its duties to students with SEND;
  - understand how SEND funding is allocated and spent.
- Governors are involved in developing and monitoring the SEND Policy. They are kept up to date regarding all aspects of the SEND provision within the school.
- The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND Policy is available annually to parents.
- SEND provision is an integral part of the School Improvement Plan.

#### 5. Identification and Assessment

- We are committed to the early identification and intervention of children who have SEND.
- We obtain information from a variety of sources including a child's parents or carers and the previous schools the child may have attended.
- Prior to transition to secondary school, the SENCo visits each primary school to gather information and meet with primary SENCos, teachers and students.
- On admission to Mary Webb School and Science College all students are screened using the New Group Reading (Sentence and Comprehension Completion) Test and a Diagnostic Spelling Test. They also undertake CAT4 testing.
- Where required, students may undertake Dyslexia Screening or a DASH (*Detailed Assessment of Speed of Handwriting*) assessment to evaluate their handwriting ability.

- Interventions follow the guidelines outlined in the Code of Practice of 'access, plan, do and review'. This graduated response recognises that there is a continuum of need which is different for all students. The provision of interventions across the school is co-ordinated by Mrs K Mould, Head of Personalised Learning.
- Assessing the needs of children whose first language is not English requires particular care. A child's performance should be evaluated carefully to establish whether a lack of progress is due to limitations in their command of English or if it arises from a SEND. Difficulties related solely to limitations in English as an additional language are not SEND.

## 6. Review

- The SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- The SEND policy should be read alongside the School's SEND Information Report.
- All appropriate records are kept up to date and are available for parents/carers, teachers, next schools or further education establishments.

## 7. Curriculum Entitlement

- All children are entitled to a broad, balanced and relevant curriculum, including the national curriculum. Progress is continually monitored using a range of assessments including: (see Assessment Policy). Alternative curriculum provision is put in place as appropriate
- All information gained is used to support planning in order to facilitate progress.

## 8. Inclusion

- We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

## 9. Evaluation Procedures

- The SEND policy will be evaluated annually and amendments made as appropriate.
- The school leadership team and governing body will, on an annual basis, consider a report, presented by the SENCo, on the effectiveness of the SEND policy and SEND Information Report.
- The Personalised Learning Department reviews the effectiveness of the policy.

## 10. Procedures for Concerns

- We endeavour to do our best for all children. However, if there are any concerns we encourage parents and carers to contact the school. This may be done through the student's form tutor or key stage leader if discussing general pastoral issues or

progress. If you wish to discuss issues specifically related to a student's special educational needs, contact should be made with the Personalised Learning Department for the attention of the SENCo.

- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

## **11. Professional Development for Staff**

- All staff have opportunities for Continued Professional Development (CPD). Specific SEND training at whole school level takes place at regular and appropriate times within the annual CPD plan. The SENCo provides training in line with the priorities identified in the School Improvement Plan to all staff or groups of staff as appropriate.
- We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff are kept up to date with information and legislation.
- The SENCo attends relevant training and disseminates the information to all staff as appropriate.
- There is an induction procedure for NQTs and new staff are briefed on the school's policy and procedures for SEND.

## **12. Partnership with Parents/Carers and Students**

- Parents/Carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to discuss progress regularly throughout the year and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- We promote a culture of co-operation between parents, school, LA and other agencies. This is important in enabling anyone with SEND to achieve their full potential.
- Students participate, wherever possible, in all meetings where decisions about their education are to be made. Students are actively encouraged to contribute to the decision-making processes and offer their point of view regarding all aspects of their education. All students have a 'learning plan' (one page profile) to identify strengths, weaknesses and aspirations for the future.