

West Moors Middle School

Special Educational Needs Policy

This policy should be read in alongside the SEND Report (September 2016) and the Dorset SEND Local Offer

This policy was adopted on

The policy will take effect from

Signed (Head Teacher)

Signed (Chair of Governors)

Review date September 2016

Introduction

The SEND policy reflects the school's broad aims to provide opportunities for self development and fulfilment for pupils in partnership with parents and carers. It also seeks to ensure that all pupils are valued equally. The school enables every pupil to develop high standards in every aspect of their work and an independence of mind and spirit upon which success and happiness in the future can depend.

What 'Special Educational Needs' means at West Moors

At West Moors Middle School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability, but this policy covers all of these pupils.

Definition

Pupils have Special Educational Needs or Disabilities if they have a learning difficulty which calls for special educational provision to be made for them.

This means they have "significantly greater difficulty in learning than the majority of others the same age"* or that they have "a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools"*.

*Special Education Needs and Disabilities Code of Practice: 0-25 years (July 2015)

Aims and Objectives

At WMMS we believe that all pupils should make the best possible progress. Where there are barriers to learning, we aim to remove them through a variety of strategies and interventions.

In consultation with parents/carers and outside agencies we aim to identify all pupils with special educational needs and disabilities (SEND) as quickly as possible so that we can ensure appropriate provision.

Pupils with SEND will generally be taught alongside their peers in mainstream lessons with work differentiated to meet their needs. There will be occasions when it will be more beneficial to withdraw the pupil for targeted individual help, in addition to in-class support. Every effort will be made to offer access to the whole curriculum.

We aim to ensure that pupils with SEND join in with all the activities in school.

We aim to ensure that learners and their parents/carers are involved in the decisions that affect their education.

We work to promote effective partnerships with outside agencies, feeder and upper schools. The success of the school's SEND policy will be judged against the aims set out above.

Roles and Responsibilities

The Headteacher, and the Governing Body, have delegated the responsibility for the day to day implementation of the policy to the SENCo/Inclusion Leader.

All teachers are teachers of Special Educational Needs and are aware of their responsibilities towards pupils with SEND, in line with the SEND Code of Practice 2015.

Teaching Assistants (TAs) work to support pupils with SEND and their overall line management is the responsibility of the SENCo/Inclusion leader.

Statemented/EHCP pupils will sometimes have an allocation of TA hours which are used under the guidance of the SENCo and class teacher. This support may be used on an individual basis and/or of part of a small group.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with Special Educational Needs or Disabilities, and its admissions policy has due regard for the guidance in the SEND Codes of Practice 2015. Parents or carers seeking the admission of a pupil with SEND are encouraged to approach the school in advance to ensure a smooth transition.

Identification and Assessment

The school is committed to early identification of Special Educational Needs and Disabilities and adopts a graduated response to meeting Special Educational Needs in line with the Code of Practice 2015.

The SEND Department works closely with all staff and uses whole school tracking data to monitor progress. We also respond to teacher and parental concerns as well as information from previous schools and outside services. Following identification, where necessary further assessment may be required, including that from external agencies. There may be many reasons why a pupil is not achieving expected levels for their chronological age, and school staff will distinguish between underachievement and SEND.

A pupil identified as having additional needs will be record on our tracking database as either 'Intervention' (I) or a 'Special Educational Need' (K). This SEND Register is used primarily for monitoring purposes. This information will not be shared unless you have consented eg to the Upper School on transition at the end of Year 8. If you do not wish your child to be on the Register you will need to inform the school.

Provision

The school aims to record intervention using Pupil Passport Books. These home/school books will be drawn up in consultation with pupils, parents, class teachers and take note of advice provided by outside agencies.

All classes have pupils with SEND. Although supported by the SENCo, it is primarily the responsibility of the class/subject teacher to make appropriate provision for them in line with National Curriculum inclusion principles and any Pupil Passport information. It is also the teacher's responsibility to make him/herself aware of the pupil's strengths, difficulties and targets. They will liaise with all staff involved in supporting the pupil. In order to meet the learning needs of all pupils, teachers differentiate class work and homework appropriately. Pupils work in classes with their peers for most of the time, sometimes with the support of another adult. They may be withdrawn to meet individual learning needs. This may include input from visiting specialist teachers or for therapy, counselling, ELSA or nurture sessions. Where withdrawal does take place, parents/carers are informed and care is taken to ensure, as far as possible, they do not miss the same activity more than once each week.

Monitoring Pupil Progress and Record Keeping

Where individual programmes have been produced, outcomes are recorded at appropriate intervals. External agencies, such as Speech and Language Therapy (SALT) have their own review process, which they share with school and parents/carers.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which includes any of the following:

- . Narrows the attainment gap between pupil and peers
- . Prevents the attainment gap widening
- . Is equivalent to that of peers starting from the same baseline, but less than the majority of peers
- . Equals or improves upon the pupil's previous rate of progress
- . Shows an improvement in self-help and social or personal skills
- . Shows improvements in the pupil's behaviour

There is a collective responsibility to identify pupils who are not making expected progress.

Subject Leaders are responsible for tracking the progress pupils make in their subject.

Concerns regarding pupils not making progress should be forwarded to the form tutor or the SENCo for further discussion and the development of an intervention.

The school will record the steps taken to meet pupils' individual needs. The SEND Department will maintain the records and ensure access to them. In addition to the usual school records, the pupil's SEND file may include:

- Pupil's own perceptions of difficulties and how to overcome them

- Information from parents
- Information on progress and behaviour
- Information from health/social services
- Information from other agencies

Partnership with Parents and Carers

The school aims to work in partnership with parents and carers, particularly during transition.

The SENCo is generally available at all Parent Consultation evenings and specifically available through email, phone and individual meetings on request.

The school will:

- Make parents and carers feel welcome by listening to their views
- Keep parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Work effectively with all other agencies supporting children and their parents
- Provide all information in an accessible way
- Encourage parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Focus on the child's strengths as well as areas of additional need
- Allow parents and carers opportunities to discuss ways in which they and the school can help their child

Complaints

If there are any complaints relating to the provision for pupils with SEN, these will be dealt with in the first instance by the head teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Pupils are involved in monitoring and reviewing their progress.

Pupils with Statements/Education and Health Care Plans are invited to participate in Annual Reviews which are conducted at Person Centred Reviews.

Special Provision/Enhanced Resource Facility

The school has the following facilities:

- it is on one level
- ramp to all Fire Escapes or doors above ground level
- two accessible toilets
- a learning support base which can be used for some physiotherapy
- some rooms have lighting which makes the space suitable for use by the visually impaired

External support services

External support services play an important part in helping the school identify, assess and make provision for pupils with Special Education Needs, e.g., Speech & Language Therapy service, (SALT). The school also uses Outreach services from the local special school for advice and support with specific pupils.

The SEND Department is also involved in the pastoral system within school and intervenes where there is a concern which may have an SEND element.

Review of the SEN Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice according to the school's policy review cycle. The outcomes of this review are used to inform the School Development Plan.