



# Special Educational Needs & Disabilities (SEND) Policy

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 29 <sup>th</sup> February 2024
<b>Last reviewed on:</b>	October 2023	
<b>Next review due by:</b>	February 2025	

# Contents

1. Vision and Values
2. Introduction
3. Statutory legislation and guidance
4. Definitions
5. Aims
6. Roles and responsibilities
7. SEND information report
8. Monitoring arrangements
9. Links with other policies and documents

## 1. Vision and Values

West Moors Middle School is committed to:

- The safeguarding and wellbeing of all children and adults
- Unlocking every child's potential to learn and succeed
- Creating independent, lifelong learners who embrace challenge

## 2. Introduction

All schools must have a Special Educational Needs and Disability Policy; also known as a SEND Policy. This is a duty set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015).

An SEND Policy discusses how a school will identify and support pupils with special educational needs and disabilities.

## 3. Statutory legislation and guidance

This policy and information report is based on the following:

- › This is based on the [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- › The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- › The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

## 5. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs.
- Explain the roles and responsibilities of all staff involved in providing for pupils with SEND.
- Adhere to UNCRC Article number 12: The right of the child to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Adhere to UNCRC Article number 23: If I have a disability, I have the right to special care and education.
- For all staff to have shared responsibility for the provision of a broad, balanced and suitably differentiated curriculum relevant to the individual needs of a pupil with SEND.
- To identify, at the earliest opportunity, all pupils who need special consideration to support their physical, sensory, social, emotional, communication and cognitive development.
- To ensure that pupils are fully included in all activities within the school day, in order to promote equal opportunity and aspirations for the highest levels of achievement.
- To enable pupils to participate in the decision-making process regarding their learning and to know their views are valued.
- To ensure that all targeted support is effective, and the progress of SEND pupils is regularly monitored.

## 6. Roles and Responsibilities

### 6.1 Senior SENDCo- The Senior SENDCo, Mrs. Teresa Davies (TDA) will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and High Quality Teaching
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- The school will use The Graduated Approach to ensure the best outcomes for SEND children from their individual starting points.

### 6.2 Inclusion Lead - The Inclusion Lead, who is also the school's Deputy Headteacher, will:

- Work with the Headteacher, Senior SENDCo and Governors to assist in the strategic development of the SEND policy and provision in the school, ensuring its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements are being met.
- Assist the Senior SENDCo with the day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/ carers, and other agencies to ensure that pupils with SEND receive appropriate support and High Quality Teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Liaise with potential next providers of education to ensure pupils and their parents/ carers are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEND up to date.

### 6.3 SEND Governor - The SEND Governor will:

- Raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

### 6.4 Headteacher - The Headteacher will:

- Work with the Senior SENDCo, Inclusion Lead and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### 6.5 Class teachers

Each class teacher is responsible for:

- Tracking and monitoring the progress and development of every pupil in their class.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and discuss any changes to provision.
- Ensuring they follow this SEND policy.

## 7. SEND Information Report

### 7.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify and target areas of difficulty, adjusting the work according to the principles of High Quality Teaching. Further consideration will be given to pupils whose progress:

- Remains significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment do not automatically mean a pupil is recorded as having SEND. However, such pupils will be closely monitored to determine if further intervention and provision is required to reach the levels of expected progress and attainment.

If it is felt that additional support is required, the views and the wishes of the pupil and their parents will be noted and used to determine the support that is needed.

### 7.2 Consulting and involving pupils and parents/ carers

We will have an early discussion with the pupil and their parents/ carers when identifying a concern that a pupil may need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents'/ carers' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are
- Everyone is aware of the time scales involved to monitor progress effectively

Notes of these early discussions and action plans will be added to the pupil's record and a copy given to their parents. We will formally notify parents and invite them to attend a meeting if it is decided that a pupil should be placed on the SEND register and receive SEND support. Once again, a copy of the discussion and action plan will be placed on the pupil's record and a copy given to parents. Further discussion can take place during Parents' / Carers' Evenings.

### 7.3 The types of SEND for which we make provision

Our school currently offers provision to pupils with SEND that is **additional to or different from** the provision offered to most pupils in the following areas:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia, ADHD, dyscalculia
- Social, emotional and mental health difficulties, for example, anxiety, social communication and friendships, low self-esteem and confidence.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, physical disabilities.

### 7.4 Assessing, reviewing and evaluating pupils' progress towards outcomes

In the first instance, all staff will deliver high quality lessons that are clearly differentiated and planned in accordance with the principals of High Quality Teaching. If, at this point, a pupil is identified with a potential need they will be closely monitored and the first wave of intervention will be introduced in accordance with the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the Senior SENDCO and/ or Inclusion Lead to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment, attendance and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

We will then evaluate the effectiveness of provision and intervention for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6 weeks or sooner if required.
- Using pupil questionnaires.
- Monitoring by the Senior SENDCO and Inclusion Lead.
- Using provision maps to measure progress and effectiveness of specific strategies.
- Holding annual reviews for pupils with statements of SEND or EHC plans

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support required, and any teaching strategies or approaches that are recommended. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### 7.5 Additional support for learning

We employ several Learning Support Assistants (LSAs) who are trained to deliver specific interventions. They will either deliver interventions to small groups of pupils or on a 1:1 basis depending on the pupils' needs. All interventions will be monitored to determine their effectiveness.

We also offer individual or group ELSA sessions, Forest Schools and Nurture opportunities to specific students to help support their needs and development.

In addition, we work alongside the following agencies to provide support for pupils with SEND where relevant:

- SALT
- Social Services
- SENSS
- Educational Psychologist
- CAMHs
- Occupational and Physiotherapy services.
- Hearing Impaired service.
- Visually impaired service.
- Specialist teaching service.

### 7.6 Promoting inclusion for pupils with SEND to engage in wider whole school activities

- \*Extra-curricular activities, school visits and clubs are available to all pupils, including our before- and after-school clubs.
- \*Pupils are encouraged to go on our residential trip(s) throughout the academic year.
- Pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- Pupils with SEND are encouraged to be part of the school council and apply for leadership positions in other areas of the school.
- Pupils with SEND are also encouraged to be part of the whole school community to promote teamwork/building friendships etc.

\* Risk assessments will be carried out for all enrichment activities, trips and visits and the school may request that a child's parent/ carer attends to support their child/ren to access this opportunity, as deemed necessary, to keep all children safe.

### 7.7 Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to. To ensure a smooth transition we will also offer the following:

- Year 4 Transition - In the summer term the Senior SENDCo supported by the Inclusion Lead will visit feeder schools, meet with pupils and liaise effectively with other SENDCo's to transfer all relevant information.
- Pre visits - Pupils with SEND are welcome to visit West Moors Middle School and meet with the Senior SENDCo and/ or Inclusion Lead to acquaint themselves with the school and staff before formally starting.
- New Year 5 Intake Evening - In the summer term all parents are invited to attend an assembly and presentation at West Moors Middle School led by the Headteacher.
- Prospective Pupil Open Evening - Early in the Autumn term prospective pupils and parents are invited to attend West Moors Middle School and meet with the Senior SENDCo and Senior Leadership Team.
- Upper School Transition Day - The majority of pupils will attend Ferndown Upper School. The Senior SENDCo, Inclusion Lead and Pastoral team liaise frequently via pupil meetings, annual reviews and SENDCo briefings.

### 7.8 Concerns about SEND provision

Concerns about SEND provision in our school should be made to the Senior SENDCo, Mrs. Teresa Davies, in the first instance on 01202 872474 or office@westmoorsmid.dorset.sch.uk. However, if a parent/ carer feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the Head teacher, Dr. Deborah Craddock on 01202 872474 or office@westmoorsmid.dorset.sch.uk. If a parent/ carer feels the matter has still not been satisfactorily resolved they should refer to the school's Complaints Policy, which is available on our website.

The parents/ carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### Contact details of support services for parents of pupils with SEN

Dorset County SEND team

<https://www.dorsetcouncil.gov.uk/contact/education-and-early-help-send-team>

Disability Information, Advice and Support Services (SENDIASS), which can be found on the link below:

- <https://www.family-action.org.uk/what-we-do/children-families/send/dorsetsendias/>

The local authority local offer, which can be found on the link below:

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

## 8. Monitoring of Policy

This policy and information report will be reviewed by the Senior SENDCo and Inclusion Lead annually. It will be reviewed and approved by the Governing Body and updated if any changes to the information are made during the academic year.

## 9. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and anti-bullying
- Equality information and objectives
- Supporting pupils with medical conditions