

SEN policy and information report

WEST MOORS MIDDLE SCHOOL



Approved by: Full Governing Body

Date: September 2019

Last reviewed on: November 2018

Next review due by: November 2020

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Introduction

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

A SEN Policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

This is the SEN Policy for West Moors Middle School.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- 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.

These aims include:

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupils needs, through all staff sharing responsibility for SEN.
- 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 in order to promote 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 pupil progress of SEN pupils is monitored effectively.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr Gareth Williams (GWi).

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN 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 SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN 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 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching 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 SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEN 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 those whose progress:

- Is 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 will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We start the identification and assessment process by:

- Implementing quality first wave teaching strategies.
- Regularly assessing our pupils progress to target areas of difficulty.
- Adjusting work for pupils accordingly.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they 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 take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support as well as collaborating at the following school events.

- Parents evenings.
- Parental meetings.
- Informal drop in sessions.
- Data Drops.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

In addition, the class or subject teacher will work with the SENCO 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 and attainment 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

The assessment will be reviewed regularly.

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

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- Year 4 Transition - In the summer term the SENCO will visit feeder schools, meet with pupils and liaise effectively with other SENCO's to transfer all relevant information.
- Pre visits – Pupils with SEN are welcome to visit West Moors Middle School and meet with the SENCO to acquaint themselves with the school and it's structure 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 SENCo and Senior Leadership Team.
- Upper School Transition Day – The majority of pupils will attend Ferndown Upper School. The SENCo and Pastoral team liaise frequently via pupil meetings, annual reviews and SENCo briefings.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following Wave 1, 2 and 3 interventions:

- Production of pupil passports to inform teachers of need.
- Differentiated curriculum.
- Accelerated Reader.
- Reading support.
- Handwriting and motor skills support.
- Breakfast club.
- Nessy Spelling support.
- Literacy Boosters.
- Guided socialisation.
- Emotional Literacy.
- Use of Laptops/IPads.
- Shared LSA support.
- Rapid Reading.
- Numeracy support.
- DASH (Detailed Assessment of Speed of Handwriting) trained staff.
- Use of Specialist equipment.
- Dyslexia support.
- SENSS input.
- Lego Therapy.
- 1:1 Hive support.
- Speech and Language input.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of Learning Support Assistants (LSAs) who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when Wave 3 intervention is required.

Teaching assistants will support pupils in small groups when Wave 2 intervention is required.

We work with the following agencies to provide support for pupils with SEN:

- SALT
- Social Services
- CAMHs
- Occupational and physiotherapy services.
- Hearing Impaired service.
- Visually impaired service.
- Specialist teaching service.

5.9 Expertise and training of staff

Our SENCO has 7 years experience in this role and has worked as both Assistant SENCo and GCSE Foundation SENCo in a previous school.

We have a team of 19 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision within the school.

5.10 Facilities

Pupils have access to a designated SEN pupil area called the Hive which is staffed full time by LSAs throughout the school day. Pupils are also encouraged to visit the Pastoral Base to discuss concerns or if they require access to additional learning resources they are welcome and encouraged to attend extra-curricular homework club, the pupil common room for socialisation or ICT suite.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN 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 SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with statements of SEN or EHC plans.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) throughout the academic year.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and apply for leadership positions in other areas of the school.
- Pupils with SEN are also encouraged to be part of all school clubs to promote teamwork/building friendships etc.

5.14 Working with other agencies

West Moors Middle School has active collaboration with the following external agencies when required for pupils with SEN.

- SALT.
- CAMHs.
- SENSS.
- Educational Psychologist.
- Social Services.
- Occupational and physiotherapy services.
- Behaviour support services.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the Head teacher. They will then be referred to the school's complaints policy. Further details can be found within our Complaints Policy which is available on our website.

The parents 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:

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

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

For further information about support services available for pupils with SEN please contact Dorset SEN and Disability Information, Advice and Support Services (SENDIASS) on

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/services-to-help-support-your-child/dorset-sendiass-impartiality-policy.aspx>

5.17 Contact details for raising concerns

Concerns can be raised in the first instance to Inclusion Leader and SENCo, Mr Gareth Williams 01202 872474 or office@westmoorsmid.dorset.sch.uk or alternatively the Head teacher, Dr Deborah Craddock 01202 872474 or office@westmoorsmid.dorset.sch.uk.

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/about-our-local-offer/about-our-local-offer.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. 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