

Name of Policy:

**SPECIAL EDUCATIONAL NEEDS &
DISABILITY**

Issue Status: -

Date	Issue	Comment

Chair of Governors: _____

Date:

SPECIAL EDUCATIONAL NEEDS POLICY

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written by the SENCo, according to the statutory guidelines, with reference to the following documents :

- Equality Act 2010 : advice for schools DfE February 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

The policy has, in the spirit of the current climate of reform, been out for consultation to stakeholders.

SENCo Information :

- The SENCo is Con McCartney(contact :01708 724134);
- The SENCo has held the National Award for SENCo since July 2016;

Definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Pupils have a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of pupils the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority;
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

At Marshalls Park Academy, in line with the Teachers' Standards 2012, every teacher is a teacher of every child, including those with SEN and / or disability. We firmly believe that pupils with SEN and/or disability should be well represented in all areas of school life, including Student Voice and leadership, extra curricular activities and ambassadorial roles.

Every effort will be made to adapt or alter provision in order that every pupil has the opportunity to reach his/her potential regardless of SEN or disability.

AIM

The purpose of Marshalls Park's approach to SEN is to raise the aspirations of and expectations for all pupils with SEN and / or disability so that all pupils can enjoy school and achieve their full potential. SEN provision is not simply providing hours of support in lessons, but a much wider approach that encompasses access arrangements, emotional and social

skills support, an understanding for young people of any diagnoses they may have, personalised resources and pathways, and close monitoring and supervision.

OBJECTIVES

- to identify and provide appropriate support for pupils who have special educational needs and additional needs;
- to work within the guidance provided by the SEND Code of Practice, 2014;
- to operate an 'assess, plan, do, review' approach to the management and provision of support for special educational needs, within a 'whole pupil, whole school' ethos;
- to provide a SENCo who will manage and develop the provision for SEN pupils;
- to provide support and advice for all staff working with special educational needs pupils.

The key responsibilities of the SENCo :

- overseeing the day to day operation of the school's SEN policy;
- coordinating provision for pupils with SEN;
- liaising with, advising and contributing to the in-service training of fellow teachers and other staff;
- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising on a graduated approach (*assess, plan, do, review*) to providing additional SEN support;
- ensuring that the records of all pupils with SEN are kept up to date;
- liaising with the parents of pupils with SEN;
- liaising with schools and colleges, educational psychologists, health, social care and independent or voluntary bodies who may be providing SEN support and advice to a pupil and their family;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure that a young person and their parents are informed about options and a smooth transfer is planned;
- collaborating with curriculum coordinators so that the learning for all pupils is given equal priority;
- ensuring that the school can track and record support plans (SEN Support Plans) and decisions for all pupils with SEN in the school;
- ensuring, with the Headteacher and school governors, that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENCo and all other members of staff have important day to day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility – Code of Practice 2015.

At the heart of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall

attainments, or attainment in specific subjects, fall significantly outside the expected range may have special educational needs.

Four Primary Areas of Need

The school will ensure that it regularly reviews the appropriateness of its provision, including its behaviour policies, as behavioural difficulties do not necessarily mean that a pupil has a special educational need, although they may be an underlying response to a special educational need.

The four primary areas of need are :

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that the school has a responsibility to plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school will identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the pupil.

Other factors that may not be SEN but may impact on progress and attainment are :

- disability (the Code of Practice 2015 outlines the 'reasonable adjustment' duty for all schools provided under the current Disability Equality legislation – these alone do not constitute SEN);
- attendance and punctuation;
- health and welfare;
- EAL;
- being a Pupil Premium learner.

A Graduated Approach to SEN Support

The process by which the school identifies and manages pupils with SEN :

SEN record keeping

The following documents will be maintained and shared as appropriate :

- a central register of SEN pupils – categorised into areas that reflect whether the pupil has received Pupil Premium support, whether the pupil has an EHC Plan, whether the pupil has a disability and/or disorder, whether the pupil has EAL needs, whether the pupil has additional SEN support in place, whether the pupil is being monitored as a cause for concern prior to any SEN assessment;
- individual 'SEN Support' plans that focus on pupil needs; effective strategies; pupil targets, success criteria and progress; SEN provision and other support measures; links to further information;
- case studies for a sample of pupils across SEN that can be used to review provision, track the impact of interventions, and drive development;
- a central SEN Log to record the journey of each pupil through the SEN Dept.

Graduated approach

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers.
- b) Once a pupil has been identified as *possibly* having SEN (cause for concern) they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

All teachers are responsible and accountable for the progress and development of the pupils in their classes, including where pupils access support from teaching assistants or specialist staff.

For higher levels of need, the school may access more specialised assessments from external agencies and professionals, such as the Educational Psychologist or Speech and Language service.

A decision to place a pupil on the SEN register, following the steps a-h above, is made using the **ASSESS – PLAN – DO – REVIEW cycle**, and this is then reflected on the individual pupil's SEN Support Plan.

Parents and pupils are involved in the process through the review meetings. The SENCo is contactable by parents throughout the term, and the views of parents and pupils are sought when arranging personalised provision.

Managing the Needs of Pupils on the SEN Register

SEN Support Plans are living records, accessible to all teaching and SEN staff, that explain what needs have been identified for each individual pupil, strategies for removing the barriers to learning effectively, and what support is in place to ensure this happens. The Plan links back to the SEN Provision Map which gives a summary of pupils' identified needs and current provision.

The SENCo is responsible for maintaining and updating the Plan, but teachers are responsible for evidencing progress towards the outcomes described in the Plan.

The Plan is reviewed termly and feeds into review meetings.

The level of provision is decided according to assessment outcomes, discussion with teaching staff, any external reports and assessments, and communication with the pupil / parent where possible and appropriate.

If the school is unable to fully meet the needs of a pupil through its own provision arrangements, this will be identified through monitoring and review of the pupil's expected progress and impact evaluation of the available interventions put in place by the school.

Engaging specialist services has a cost implication. Consideration of such engagement of external services will be costed by the SENCo and final decisions made with the Headteacher, based on the likely impact of the service on the pupil. Some services can be accessed through MASH referrals, Special School outreach etc., and decisions to access these would be made on a pupil by pupil basis according to the pupil's circumstances and the services available at the time.

Any application for statutory assessment will be done under the new Code of Practice framework and according to the Havering LA EHCP documentation. Parents and pupils would be involved at all stages of this process.

Criteria for Exiting the SEN Register :

- a pupil has made expected progress in English and Maths, and is demonstrating steady progress in other areas of the curriculum;
- a pupil has made progress with social and/or emotional issues in terms of self-managing and using appropriate strategies so that they can access learning effectively without the support;
- a pupil's medical / mental health circumstances have changed, meaning that they no longer need the support in place;
- a pupil's speech and language / communication skills have progressed to the extent that they no longer need the support in place.

Supporting Pupils and Families

- Parents can access the school's contribution to the LA Local Offer on the school website ;
- the school's statutory SEN Information Report is available on the school website – it follows immediately after the SEN Policy;
- the school's admissions information can be found on the school website. The local authority website education section also contains information regarding admissions;
- the access arrangements for SEN pupils taking public examinations are managed through the SEN Department;
- transition from primary to secondary school is supported through extra visits for SEN pupils, parent / SENCo meetings about individual pupils during June and July of the year of transfer, and SENCo meetings with primary SENCos during the summer term;
- transition from secondary to post 16 is supported through links with colleges and other schools, and communication with parents;
- the school's policy on managing the medical conditions of pupils is compliant with statutory guidance and is reviewed annually.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as their special educational needs provision and the SEND Code of Practice (2015) is followed.
- When medical information is passed to the school it will be recorded on a central log and, where appropriate, adaptations will be made to arrangements for that pupil.

Monitoring and Evaluation of SEND

- The school has a rigorous monitoring and evaluation process that judges the quality of provision offered to all pupils. Views of all stakeholders are sought during the course of each academic year;
- Monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

- The school is funded for SEN by the Education Funding Agency and local authorities (in this case Havering Council) if high needs are identified and top up funds are available;
- the training needs of staff are identified through the appraisal system as well as by assessing pupil needs and judging whether there is adequate expertise in the department to meet these needs at any one time;
- in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development;

- all teachers and support staff undertake induction on taking up a post, and this includes shadowing another member of the team;
- an SEN guidance document is provided every year for all teaching and SEN staff to act as a reference document regarding SEN provision and practice;
- the school has membership with NASEN to keep up to date with national updates in SEND, and the SENCo attends local authority meetings where appropriate to be familiar with more local issues.

Roles and Responsibilities

- The role of the SEN Governor is to challenge the department to meet its targeted outcomes and to feed back information about SEN to the Governing Body, guiding their challenge of the department;
- the role of Learning Support Assistants is set out in detail in the SEN Guidance Document, but in essence they provide support for pupils receiving quality first teaching in the classroom, and may sometimes also provide support during withdrawal sessions for specific, time limited purposes. In addition, they provide access arrangement support during examinations, and carrying out mentoring roles;
- the Designated Teacher with specific safeguarding responsibility is Mrs Webb;
- the member of staff responsible for LAC funding is Mrs Webb;

Storing and Managing Information

- Documentation will be stored according to the school's Data Protection Policy 2014.

Reviewing the Policy

- In light of the climate of reform as we move into the new requirements for SEND (first effective Sept 1st 2014) the SEN policy will be reviewed annually.

Accessibility

- The school has an Accessibility Plan that is in written format and appears on the review schedule;
- adjustments have been made where possible to the fabric of the school to ensure increased accessibility to the school site and to learning.
- the school promotes access for all learners through its inclusive approach. This includes access to a broad and balanced curriculum; quality first teaching with effective differentiation; access to SEN provision where appropriate, access to other types of provision for vulnerable groups such as PP, EAL and pupils with social care needs; use of technology to enhance the learning environment; access arrangements for public examinations; access to school clubs, sporting opportunities and cultural activities across arrange of interests, with risk assessment and adaptations in place where appropriate and possible; Pupil Voice opportunities and a focus by staff (including training) on visual literacy;
- written information for pupils is adapted where necessary and possible to support those with VI / learning difficulties (eg. increased font size, coloured backgrounds) and adaptations to parental communication have been made where necessary (eg. for a hearing impaired parent);
- parents and carers can contact the school office from 8am-4pm. The first port of call for a parent is generally the pupil's Tutor.

Dealing with Complaints

- In the first instance parents and carers should contact the SENCo to discuss any concerns regarding a pupil's SEN provision or needs. If the issue is not resolved at this stage they can write to the Headteacher outlining their concerns.

Bullying

- The school's Anti-Bullying Policy can be found on the school's website. Also on the website are policies linked specifically to mobile phone bullying and cyberbullying;
- the school has a robust approach to challenging bullying and mitigating the risk of bullying of vulnerable learners, the school also safeguards the needs of pupils with SEN, and promotes independence and resilience in their learning, through the in-class support programme based on scaffolding learning effectively), and through other services provided for pupils as needed – eg counselling, anger management, self esteem sessions;
- specific, time limited and personalised programmes are run for pupils with specific diagnoses (such as ADHD and ASD) to help them to understand their diagnosis and manage it independently.

Appendices

1. SEN Information Report

Appendix 1

SEN Information Report

Types of SEN that are provided for	<p>The SEN Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015 :</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
Policies for identifying pupils with SEN and assessing their needs	<p>Pupils are identified as having SEN, and their needs assessed, through :</p> <ul style="list-style-type: none"> • information passed on from primary / previous schools; • KS2 results, CATS testing, in school baseline testing and progress data; • feedback from teaching staff and observations; • Pupil Premium interventions not showing enough impact; • referrals and information from parents and pupils themselves.
The approach to teaching pupils with SEN	<p>Provision for SEN pupils includes :</p> <ul style="list-style-type: none"> • quality first teaching, with appropriate differentiation in place; • extra adult support in classrooms where appropriate; • reduced class sizes where appropriate; • personalised provision through time limited programmes; • personalised provision through adapted resources and interventions.
How adaptations are made to the curriculum and the learning environment of pupils with SEN	<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> • guided choices for preferences; • setted groupings that target specific levels of progress; • differentiated resources and teaching styles; • appropriate choices of texts and topics to suit the learner; • access arrangements for public examinations; • additional adult support.
Arrangements for consulting parents of pupils with SEN and involving them in their child's education	<p>All parents are contacted at the start of the academic year, by letter, to establish clearly the level of SEN need the pupil is identified as having. The Support Plan for that term will be shared with the parent at that time.</p> <p>Further contact includes :</p> <ul style="list-style-type: none"> • parents' evenings; • review meetings;

	<ul style="list-style-type: none"> • specific meetings to address specific issues; • termly reports; • tutor contact; • an 'open door' policy that encourages parents to contact the SENCo at any time to discuss their child's education. Tuesday SENCo drop-in sessions.
Arrangements for consulting pupils with SEN and involving them in their education	<p>Pupils are involved in their SEN planning by :</p> <ul style="list-style-type: none"> • attending reviews and meetings; • follow up meetings after observations; • discussions with SENCo; • attending parents' evenings etc.; • tracking meetings with tutor.
Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review	<p>These arrangements include :</p> <ul style="list-style-type: none"> • data tracking for pupil progress, including tutor meetings; • support plan and ECHP reviews; • observations and follow up.
Arrangements for supporting pupils in moving between phases of education & in preparing for adulthood.	<p>These arrangements include:</p> <ul style="list-style-type: none"> • induction week and parent meetings Yr 6 to 7, including school visits and extended induction for targeted pupils; • supported decision making in Yr8 and 9 – GCSE preferences and pathways; • priority and extended provision for SEN pupils to ensure pupils are aware of the full range of post 16 opportunities available, and complete the application process successfully; • social and personal supported programmes for those pupils requiring extra preparation into adulthood – eg. travel safety etc.
The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured	<p>Expertise in the SEN department is achieved through :</p> <ul style="list-style-type: none"> • SENCo has achieved SENCo Award and Masters in Education with a focus on literacy development; • individual training re : ADHD, ASD, learning support, new Code of Practice, dyslexia and other topics as appropriate; • other specialist expertise engaged from external services – eg. EP support, EAL support etc.
Evaluating the effectiveness of the provision made for pupils with SEN	<p>Impact tracking is completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEN liaison.</p>
How pupils with SEN are enabled to engage in activities available with pupils who do not have SEN	<p>Pupils with SEN are encouraged to participate in all extra curricular and leadership activities within the school. SEN pupils are well represented in groups focused on drama and the arts, sports, school leadership and Pupil Voice.</p>
Support for improving emotional and social development, including measures to prevent bullying	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> • An anti-bullying policy • RFL support team that provides programmes such as

	<p>anger management, self esteem building and consequential thinking;</p> <ul style="list-style-type: none"> • Targeted support for individual pupils (eg. the use of social stories for pupils with Aspergers).
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families	<p>The school is, under certain circumstances, able to :</p> <ul style="list-style-type: none"> • access services for families if EH is in place; • access counselling support through Relateen; • liaise with social care and health services to support pupils who fall under their care; • access services for looked after pupils; • access the medical officers on-site and school nurse; • access LA support, especially in terms of advice and guidance.
Arrangements for handling complaints from parents of children with SEN about the provision made at the school	<p>In the first instance a parent should contact the SENCo to discuss their concerns and hopefully resolve the issue at this stage.</p> <p>If, following this, a parent wishes to make a complaint then it should be addressed to the Headteacher.</p>
Name and contact details of SENCo	Ms C. McCartney (01708 724134)
Local Offer and School SEN Policy references	<p>The MPA Special Educational Needs Policy forms the first part of this document and is available on the school website.</p> <p>The school's contribution to the Local Offer is also available on the school's website, and the LA website : www.havering.gov.uk</p>

Teacher Standards, 'Quality First Teaching', and using the 'SEN Support' plans and in class support effectively

Teachers' Standards 1-8 (in bold for specifically SEND parts)

1. Teaching

A teacher must :

- set high expectations which inspire, motivate and challenge pupils;
- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- ***set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;***
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

A teacher must :

- be accountable for pupils' attainment, progress and outcomes;
- plan teaching to build on pupils' capabilities and prior knowledge;
- ***guide pupils to reflect on the progress they have made and their emerging needs;***
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- ***encourage pupils to take a responsible conscientious attitude to their own work and study.***

3. Demonstrate good subject and curriculum knowledge

A teacher must :

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- ***demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject;***
- ***if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;***
- ***if teaching early mathematics demonstrate a clear understanding of appropriate teaching strategies.***

4. Plan and teach well structured lessons

A teacher must :

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- ***set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired;***
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5.Adapt teaching to respond to the strengths and needs of all pupils

A teacher must :

- ***know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;***
- have a secure understanding of how a range of factors can inhibit a pupil's ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- ***have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; those with English as an additional language; and be able to use and evaluate distinctive teaching approaches to engage and support them.***

6.Make accurate and productive use of assessment

A teacher must :

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- ***give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.***

7. Manage behaviour effectively to ensure a good and safe learning environment

A teacher must :

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- ***manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;***
- maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

8. Fulfil wider professional duties

A teacher must :

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- ***deploy support staff effectively;***
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.