

Allenbourn Middle School



Allenbourn
MIDDLE SCHOOL

Special Educational Needs (SEN) and Disability Policy

Last amended: March 2018

Adopted:

Review date:

Compliance:

This is the SEND Policy for Allenbourn Middle School. It complies with the statutory requirements laid out in the S.E.N.D. Code of Practice 0 to 25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE May 2014);
- S.E.N.D. Code of Practice 0 to 25 (Jan 2015)
- School's SEND information Report Regulations (2014).

SPECIAL EDUCATIONAL NEEDS AND DISABILITY DEFINITION

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a significantly greater difficulty in learning than the majority of young people who are the same age or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for young people of the same age in a mainstream school
- are under compulsory school age and fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

Children and young people should not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught in school. Children and young people should not be regarded as having a learning difficulty simply because they have not made the expected progress in learning.

Definition of Special Educational Provision

Educational provision which is **additional to, or otherwise different from**, the educational provision generally made for young people of the same age who attend schools and settings maintained by the Local Authority (other than special schools) in the same area.

More detail about SEN and disability can be found on [Dorset's Local Offer](#).

ROLES AND RESPONSIBILITIES: SCHOOL INFORMATION

The Headteacher, Ms Cindy Pritchard, is the school's Inclusion Leader; she has overall responsibility for SEN and disability at Allenbourn Middle School.

Our **Special Educational Needs Coordinator (SENCO)** is Sophie Steckiewicz. Her day to day role includes the strategic leadership of the SEN Department and coordination of day to day SEND provision. Parents can contact Mrs Steckiewicz through the school office. The SENCO is a member of the school's management team.

The Academy Committee will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Allenbourn Middle School's arrangements supporting disability and medical conditions, equality, school and S.E.N.D. information pertinent to the S.E.N.D. Policy are published. The Academy Committee Member with oversight of the arrangements for inclusion, special educational needs and disability is Tracy Fail can be contacted through the school office.

Mrs Caroline Goodall has responsibility for health care plans for those pupils with medical needs. Mrs Natasha Bramley is the SEND Department Administrator.

Teaching Staff's Role

Teachers are initially responsible for the learning of their own pupils and for identifying, assessing and ensuring that provision is made for all the children in their classes through recording and monitoring progress. To achieve this, children with SEND will be offered an appropriately differentiated curriculum in order to ensure access to and success in the full range of subjects. They are only withdrawn from the classroom where provision is necessary to address a specific difficulty that cannot take place within the classroom setting.

Teachers will work closely with the support staff, the SENCO and where appropriate outside agencies to implement strategies and ensure a consistent approach for children with SEND.

AIMS AND OBJECTIVES OF THE S.E.N.D. POLICY

All staff employed at Allenbourn Middle School are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs

or abilities. The school has high aspirations for all young people identified as having S.E.N.D; we strive to ensure that all students achieve their best, that they become confident individuals living fulfilling and rewarding lives and that they make a successful transition into adulthood.

AIMS

To become fully inclusive and to ensure that there is no unreasonable discrimination in relation to:

- admissions
- education and associated services
- employment
- disclosing and recording information
- excluding a pupil inappropriately

(Disability Rights Commission, Code of Practice, September 2002) DDA

To fulfil the requirements of the Statutory Equality Act (2010).

To fulfil the requirements of the SEND Code of Practice. Under the updated SEND Code of Practice there are 4 categories of need as follows:

1. Cognition and Learning
2. Communication and Interaction
3. Sensory and medical
4. Social Mental and Emotional Health

To actively encourage participation of parents in the education of their children with special educational needs.

To actively involve SEND pupils in discussions about their education and progress, thus enabling each pupil to take part and contribute fully to school life

To continue to foster links with all outside agencies and the wider community.

To provide access to and progression within the curriculum;

To ensure quality training for staff that enables them to support pupils with SEN and disabilities.

OBJECTIVES

In implementing this policy, our goals are to:

- identify all pupils who have SEN and disabilities at an early stage;
- ensure that pupils with SEN and disabilities have their needs met and that they make progress;
- work in line with the *Special Educational Needs and Disability Code of Practice: 0 – 25 years* (Jan 2015);
- provide support and advice to all staff who work with pupils with SEN and disabilities;
- operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role;

- ensure that pupils with SEN and disabilities join in with all the activities of the school alongside their peers;
- adopt a 'person centred approach' to supporting pupils with SEN and disabilities, ensuring that pupils and their parents are fully involved in decisions which affect them;
- ensure there is effective partnership working with outside agencies when appropriate.

SEN INFORMATION AND THE LOCAL OFFER

The school website holds information about S.E.N.D. and specific information about how young people with S.E.N.D. are supported in the curriculum and around the school. We comply with the statutory requirement to publish a Special Educational Needs Information Report. This information is kept under review and updated regularly.

The school publishes further information about arrangements for identifying, assessing and marking provision for young people with S.E.N.D. on the local Authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find Allenbourn Middle School or other Dorset schools.

ADMISSION ARRANGEMENTS

Allenbourn Middle School uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, Allenbourn Middle School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the school liaises with health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on Dorset County Council's website (www.dorsetforyou.com/local-offer).

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Allenbourn Middle School, we monitor the progress of all students to identify those at risk of underachievement. Teachers are responsible and accountable for the development and progress of pupils in their class, including where students access support from Teaching Assistants or specialist staff. Allenbourn Middle School recognises that quality first teaching, differentiated for individual students, is the first step in responding to young people who may have S.E.N.D. Additional intervention and support does not compensate for a lack of quality teaching.

Teachers use the school's tracking systems and comparative national data to monitor the rate of students' progress. Half termly pupil progress meetings (core subjects) are held to analyse quality first teaching that meets needs through clear and personalised differentiation. If a pupil continues to struggle with the curriculum despite the above, we will consider whether they have a special educational need. To do this staff use a wide range of tools including:

- Standardised tests;
- Information from parents/carers;
- Professional discussions;
- Half termly Pupil Progress meetings in core subjects;
- Medical information.

If it is decided that a pupil has SEN and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) the school will seek to remove barriers to learning and will put effective special educational provision in place to meet the pupil's needs. The pupil will be added to the SEN register under the category of SEN Support. Parents will be informed in writing when this happens. The provision given at SEN support will be individual to each child, according to their SEN but it could include:

- a special learning programme
- extra help from a teacher or a teaching assistant
- working in a small group or help to take part in class activities.

We will involve parents in decisions about the support to be provided for their child and this will be dependent on their needs.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

Pupils may have needs in more than one category; the school aims to ensure that individual plans match personal learning requirements. The purpose of identification is to assess the action the school should take, not to label a young person.

Allenbourn Middle School will support most pupils with SEN at SEN Support. However, some pupils with more severe, complex and long term SEN may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the SENCo if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. Allenbourn Middle School will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial.

Further details about the assessment process and EHC Plans can be found on [Dorset's Local Offer](#).

The school also recognises that pupil progress may be affected by other factors which are not classed as SEN, for example:

- Attendance and punctuality;
- Health and welfare;
- English as an additional language;
- Being in receipt of Pupil Premium;
- A Looked After child;
- Children from Service families;
- Behaviour, where there is no underlying S.E.N;
- Bereavement.

These needs will be will be addressed appropriately using other processes or strategies.

SUPPORTING PUPILS WITH SEN AND DISABILITIES

At Allenbourn Middle School we use the “Assess, Plan, Do, Review” approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
2. Plan - the teacher and our SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. Do – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. Review – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews at Allenbourn Middle School are person centred and focus on the pupil's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- consider whether the EHC plan is still needed.

A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on [Dorset's Local Offer](#).

WORKING WITH OTHER COLLEAGUES AND AGENCIES

Regular meetings take place between the SENCOs of the school in Wimborne Academy Trust and with SENCOs from feeder schools. The SENCO also attends Local Authority Inclusion Briefings.

Allenbourn Middle School makes full use of experts in a number of fields when supporting the needs of its pupils. Effective liaison takes place between the schools and the following individuals or support agencies:

- Educational Psychologist Service;
- School Health Service;
- Local Medical Services;
- Locality;
- Social Care;
- Hearing and Visually Impaired Support Service;
- Speech and Language Service;
- CAMHs teams.

Parents/carers are consulted before the involvement of any outside agency and are kept fully informed about the advice provided by all agencies.

COMING OFF THE SEN RECORD

In some cases, a pupil may be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. In such cases, this will be done with consultation of parents/Teaching staff/SENCO and progress and attainment will continue to be monitored closely.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

TRANSITION ARRANGEMENTS

Allenbourn Middle School is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through year groups and when transferring to their next school. Staff aim to have detailed discussions about all children's individual needs before the child transfers to or from Allenbourn Middle School. Similarly, the SENCo meets with SENCos from the current and new school setting to ensure that pupils' needs are identified.

The Authority aims to move all children's Statements of Special Educational Needs on to Educational Health and Care Plans when they transfer to Year 9. The local authority aims to have moved all statements on to EHCPs by 2018.

TRAINING AND RESOURCES

Allenbourn Middle School aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities. The SENCO will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

LINKS TO OTHER INFORMATION

This policy closely links with other policies, plans and information produced by Allenbourn Middle School and these are outlined below.

Accessibility Plan

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled pupils
- b) improve the physical environment of the school to increase access for our disabled pupils and
- c) make written information more accessible to our disabled pupils by providing information in a range of different ways.

Our Accessibility Plan can be found on the school's website.

Supporting pupils with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, *Supporting pupils at school with medical conditions* (Dec 2015), Allenbourn Middle School makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting pupils with medical conditions' policy can be found on the school's website.

SEN Information Report and Local Offer

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEN and disabilities at Allenbourn Middle School. You can find all this information on our school website.

Information about our school can also be found on our record on the [Family Information Directory](#), part of Dorset County Council's website.

Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on [Dorset's Local Offer](#).

MONITORING AND EVALUATION

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities.

This policy will therefore be kept under regular review but it will be fully updated every three years.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. 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 SENCO or a member of the Senior Leadership team.

Further details can be found within our Complaints Policy which is available on our website.

Agreed by the Academy Committee.

Date: 26/03/18

Signature: Tracy Fail

(Chair of the Academy Committee]