

The Four Stones Multi Academy Trust

Special Educational Needs and Disabilities (SEND)

Policy at The De Montfort School

Version Control

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Rationale

It is estimated that at any one time a significant number of children have identified special educational needs but students may experience difficulties in school at any stage. All students should receive the most appropriate and effective provision for their particular needs to ensure that they are able to take up their full curriculum entitlement and enjoy school life to the full. The school has high ambition for all students and put plans in place to ensure that students are able to overcome any barriers that they may face. At The De Montfort School we work with a variety of external partners enabling students to have access to the support that they need.

Introduction

The De Montfort School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. We value the contribution that every child and young person can make and welcome diversity arising from culture, religion, intellect or disability. The school seeks to raise aspirations and attainment, remove barriers to learning and increase physical and curricular access for all. Every child and young person at The De Montfort School is valued, respected and an equal member of the learning community. As such, provision for students with SEND is a responsibility of the whole school community. The Local Governing Body, Associate Headteacher, SENCo and all other members of staff have important responsibilities and roles to play.

The De Montfort School acknowledges fully its responsibility to admit students with already identified special educational needs.

Legislation

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0 – 25 (July 2014) and written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo) works with students, parents, staff and external agencies.

The Assistant SENCo works with students and parents to implement the specialist provision in the school.

Aims

The aims of the Special Educational Needs policy are as follows:

- To enable students with SEND to have high aspirations and maximise their achievements.
- To ensure that all students with SEND have access to a broad, balanced and relevant curriculum
- To recognise that there is a continuum of need, which may be temporary or long-term; mild, moderate or severe and to classify students' needs accordingly.

- To ensure that students with SEND have the opportunity to participate in all the activities the school has to offer.
- To ensure effective communication exists between the school and parents/carers of children with special educational needs.
- To promote effective partnerships and involve specialist outside agencies when appropriate.
- To ensure staff have access to the most accurate and up to date information about key advancements in the field of SEN and its impact on education.
- To provide staff with accurate assessment information and support strategies for all students with additional learning needs.
- To ensure that the school remains innovative in its assessment, understanding and support of SEND students.
- To ensure that students and their carers are empowered to make informed decisions about their education and future pathways.

Identification of students' needs

We adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2014). A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools. Students with SEND may have needs in one or more of the following areas:

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

Within school, students with SEND are identified on the school SEND register so that provision to meet their needs can be planned for, assessed and reviewed. As students progress, they may be taken off the SEND register when their needs no longer require special educational provision. Most students on the SEND register will have a Pupil Passport to support their needs in the classroom. Students will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identification through 'A Graduated Approach'

All teachers are expected to deliver high quality teaching to meet the individual needs of students. This primary focus is called quality first teaching and will seek to ensure the following:

- Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as possibly having a SEND, they will be monitored by staff in order to gauge their level of learning and possible difficulties.
- The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo may be consulted for support and advice and may wish to observe the student in class.
- Through the above actions it will be determined which level of provision the student will need.
- If a student has recently been removed from the SEND register they may also fall into this category of being outside the range of expected academic achievement. If so, continued monitoring will be necessary.
- Parents/Carers will be informed of the circumstances under which they are being monitored and they are encouraged to share information and queries with the school.
- The student is monitored if concern is raised by parents/carers or a teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

- Review meetings and parents'/carers' consultations are used to monitor and assess the progress being made by students. The frequency of these meetings is dependent on individual progress. Where it is determined that a student does have SEND, parents/carers will be advised of this before inclusion of the individual on the school's SEND register. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below, and adheres to guidance provided by the Worcestershire LA Local Offer, as part of their recommended Graduated Response:
 - Assess
 - Plan
 - Do
 - review.
- This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those strategies and interventions which are the most effective in supporting the student to achieve good progress and outcomes. The Local Offer can be found at: <http://www.worcestershire.gov.uk/sendlocaloffer>

Levels of support

These supporting strategies and interventions may use differing levels of support called 'waves'. Wave 1 provides in class, targeted differentiation by the class teacher. Wave 2 uses small group interventions on top of usual lesson support. It may also include support from external agencies to better determine the identification of needs. Wave 3 looks to provide more personalised strategies for students who may have multiple and / complex needs both within the classroom and beyond and may include an adjusted curriculum or frequent monitoring from external professionals, strategies may include:

- in-class support
- supported self-study
- small group teaching
- withdrawal from lessons and/or subjects
- the provision of consultative advice or guidance to departments, individual teachers and parents.

We liaise frequently with a number of external agencies, where referrals to these services may be made (at the discretion of the school) by the SENCo, in liaison with parents/carers. These services include:

- Educational psychologist
- Hearing or Visual Impairment Services
- Physical Disabilities Services (PD)
- School Nurse
- Community Paediatrician
- Complex Communications Need Support Team (CCN)
- Learning Supporting Team
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Physiotherapy
- Occupational Therapy
- Social services including Family Front Door

Supporting Students with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some students 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 students with a medical condition may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed in these cases.

School request for a statutory assessment

For a student who is not making adequate progress, despite a period of support on SEND Support, and in agreement with the parents/carers, we may request the LA to make a statutory assessment in order to determine whether it is necessary for the student to receive an Education, Health and Care Plan. We are required to submit evidence to the LA. The LA will make a judgement about whether the student's need can continue to be met from the resources normally available to school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Further information about EHC Plans can be found via the SEND Local Offer:
<http://www.worcestershire.gov.uk/sendlocaloffer>

Or by contacting Worcestershire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on: SENDIASS, Tolladine Road, Worcester, WR4 9NB, Tel: 01905 768153
sendiass@worcestershire.gov.uk
https://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service

Education, Health and Care Plans (EHCP)

A student who has an EHCP will continue to have arrangements as for SEND support, and additional support that may be provided through funds made available through the EHCP. There will be an annual review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes are needed. Interim or emergency reviews will also be carried out where necessary. Students with EHCPs are encouraged to follow a broad and balanced curriculum alongside other students. Support and curriculum enrichment is carefully planned and resources are used to support students so they are able to fulfil their potential. Parents/Carers, students and relevant outside agencies are invited to the review.

Links with other schools and Transition Arrangements

Meetings are held with feeder primary schools concerning SEND issues and students' needs prior to transition. Where required the SENCo will also meet with post-16 providers. Information about students' needs will be shared and discussed. Where necessary the SENCo will arrange further meetings with appropriate staff and/or parents/carers.

Admission Arrangements

The school's admissions criteria do not discriminate against students with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act.

Staff training

Staff receive training on a regular basis from a range of professionals on areas such as:

- Quality wave 1 teaching to support the needs of all students
- Dyslexia
- Autism Spectrum
- ADHD

Evaluation and Monitoring

The SEND practices are evaluated on a regular basis and the SEND register is updated every year. Specific provisions are evaluated at the end of their cycle to ensure that they are having the intended impact. SEND provision is monitored on a regular basis through the schools monitoring processes, this may include lesson observations, work scrutiny, student feedback and parent/carer feedback