

The Four Stones Multi Academy Trust

Special Educational Needs and Disabilities (SEND)

The School Offer at The De Montfort School

Version Control

Policy author: Mrs Lovecy (SENCo)
Policy approved by: Trust Board
Next policy review date: Summer 2021

Version	Date	Details
1.0	14 th Dec 2020	Policy written

Inclusion

The De Montfort School is an inclusive mainstream school accepting students from year 6 to year 13 we strive to achieve the best for all our students regardless of ability. The De Montfort School has an average number of students who meet the legal definition of having a special educational need as stated in the SEN Code of Practice and these students are supported in line with their Education and Health Care Plans (EHCP).

The school has an established team in place to support students with a range of additional needs and the SENCo, and Assistant SENCo, work with students, their parents/carers and outside agencies to co-ordinate the support for students with additional needs.

The student support area contains two main areas that coordinate provision to ensure the needs of all students are met. An overview of the two areas and some of the ways they can support students is detailed below. A more comprehensive guide to our local offer can be found in the frequently asked questions section. If you require further information about the schools SEND provision or would like to arrange a visit please contact the school SENCo.

SEND Support

Within the SEND support department the SENCo and Assistant SENCo lead the team of Teaching Assistants in coordinating, implementing and reviewing provision for those students who have identified special educational needs or disabilities.

The SENCo and her team also provide information to staff on how they can differentiate their lessons to best support students and offer in house training on key areas of SEND.

The SEND support area is located near The Hub and has a range of facilities for whole class teaching or individual intervention and support and is open to students and staff throughout the day including before school and during lunch and break times.

The team also includes a number of Teaching Assistants. These members of staff will support students on a daily basis and have a variety of expertise in different areas.

The Hub

The Hub is used by students for many reasons including those following part time timetables and pupils with emotional or medical issues. It is used as an interim base for students as a phased reintegration back into mainstream lessons, for some this is short term and for others this maybe longer term but always with the goal of returning to lesson; The Hub is not an alternative to mainstream lessons.

Work is set by the student's subject teachers and delivered by The Hub manager. The Hub also supports students when they have a reduced option load or if they have been withdrawn from a particular subject. At present it also supports the Behaviour for Learning Team as and when needed using the three isolation booths located at the back of the room.

The School Offer

As part of the reviewed Code of Practice related to SEND published in 2014 every setting offering provision for students with SEND has to publish a School Offer. This is based on the Local Authority Offer which sets

out the standard procedures and policies related to SEND at the site and specifics in regards to what parents can expect from the site in terms of staffing, physical resource and curriculum.

How does our school know/identify that children have special educational and disability needs (SEND)?

In order to identify students with a Special Educational Need information is gathered from a range of sources including but not exclusively: the child, parents/carers, primary schools, external agencies, teachers and medical staff.

Before students join us in either year 6 or year 9, the SEND team will have gathered information from schools in relation to those students that have been identified as having additional needs. This information is then used to discuss with parents the most appropriate transition process. Parental involvement is key at this stage and parents of prospective students are welcome to attend the drop in sessions on a Wednesday as they are a vital source of information in relation to the needs of the child and in planning the most appropriate support during the transition process.

For those students with an EHCP we would be attending annual review meetings at the feeder school to ensure we have a better understanding of the young person and are able to shape their targets to make the transition process easier for all involved.

Once students are at The De Montfort School we use regular reporting to monitor student progress as well as academic monitoring conversations with the form tutor to highlight any areas of concern. All staff are aware of how to highlight any concerns to the learning support team and these are actioned by the SENCo or Assistant SENCo as they arrive.

Parents/carers are also able to make a referral if they think their child has special educational needs, they can do this either directly to the SENCo or through the Form Tutor. Where young people are referred to NHS services the school will receive copies of reports so that appropriate actions can be put in place.

What are the first steps our school will take if special educational needs are identified?

In the first instance a member of our learning support team will meet with the young person to get an understanding of their needs and to carry out some basic screening tests in relation to literacy and numeracy. The team would then ask all staff that are involved with their education to provide information to support identification of any potential needs and any strategies that may be useful to support in lessons. If the student is identified as having a significant difficulty, then they would be added to the schools SEND register at which point the SENCo would communicate with both the young person and their carers that this was the case.

How will the school include parents/carers in planning support?

Once needs are identified then parents/carers and students would be invited to a meeting where we can discuss any concerns and worries as well as set targets and strategies to allow the young person to succeed. Parents/carers are then encouraged to keep an open dialogue with staff to track progress and the impact of interventions and to adjust support strategies to meet the changing needs of the young person. Parents/carers and students are always welcome to attend the SENCo surgery drop in sessions or email the SENCo with any questions or comments.

How will the school teach and support children with SEND?

All students regardless of ability are supported by class teachers who deliver well differentiated and appropriate lessons. We encourage staff to adopt a dyslexia friendly classroom and faculties provide resources in a variety of formats to adjust to specific sensory needs. For those students with an EHCP we will ensure when setting and reviewing targets we consider a wide range of strategies including but not exclusively: adjustments to their timetable; implementation of exam access arrangements; in class support; assistive technology and targeted interventions.

All staff at the school benefit from whole school training on how best to support students with SEND led by the SENCo and external agencies and staff routinely share good practice to ensure that students' needs are met.

For each young person with additional needs we will compile, and publish securely to staff, a student passport to learning which highlights strategies key information staff need to support the young person in

their lessons. Parents can have a copy of the passport and are encouraged to add information and review this with staff frequently.

How does the school plan support? How are resources allocated and matched to need?

Students are assessed both within class by teachers and using specialist tests and assessors through the learning support department. These tests and discussions with students allow us to identify needs and respond appropriately. Students are given the opportunity to try different ways of working and resources and the impact of these is then monitored.

How is the decision made about the support your child will receive?

Through discussion with students and other relevant parties.

How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by the school and how will parents/carers and young people be involved in this process?

Parents will receive termly updates on student progress and any concerns from staff will be raised with parents directly or through form tutors. Those students on My Plan, My Plan + or EHCP will also benefit from interim and annual review meetings with either the SENCo or key worker.

Who will be working with your child?

Within school students may be working with all or some of the following: Teachers, Teaching Assistants, Peer Mentors, Senior Intervention Tutors and volunteers. We also call on outside agencies such as the Learning Support Team, Specialist Teachers, CYPS, CAMI-IS and Educational Psychologists to meet the needs of young people.

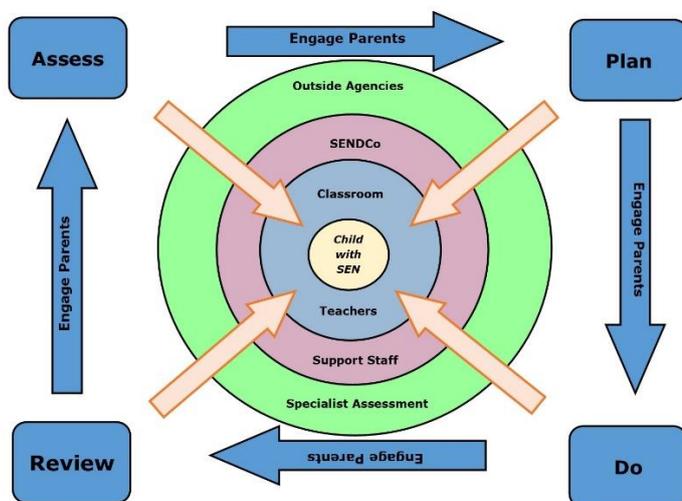
How does our school ensure that information about a child's SEND or EHC Plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Any young person who is identified as having an additional need will have a passport to learning created that is shared with staff. The passport shares key information about the needs of the students and suggestions of strategies that could be used in the classroom.

Those students who are recognised as SEND will also have a learning plan in place these lay out the interventions and support in place additional to quality first teaching in order to monitor how effective these are. These learning plans will be reviewed regularly and discussed with parents/carers at least once a year.

What role will the child's teacher play?

As the diagram below shows, the classroom teacher is integral in the support of any child with SEND and they will lead in delivering quality first teaching in the classroom as well as delegate the support of any teaching assistants that may be in their lessons. Teachers are also key in identifying changes in need and seeking advice from the SENCo and their team to support those changing needs.



What expertise does the school and our staff have in relation to SEND?

There is a range of experience and expertise in the department and more detail can be found by contacting the SENCO

What intervention programmes and teaching strategies does The De Montfort School use for students with learning difficulties?

The school has a variety of intervention strategies for students. These may include specific work done with members of staff on a one to one basis or in small groups. The school supports students of all abilities and has a range of strategies that are used by members of staff within lessons.

Which other services does The De Montfort School access to provide support for students with SEND?

The school engages with the Learning Support Team as well as Educational Psychologists, Alternative Provision settings and volunteer groups to offer a range of support and experiences to students.

How do we meet the needs of SEND students?

Through listening to all parties the school is able to utilise the strategies referenced above to put together the most appropriate package for students based on their needs and goals.

How do we support the families of those students we support?

We ensure we maintain good communication links and that parents can access key information. As well as the reporting system and parents' evenings, for parents of students with SEND the SENCo runs a weekly drop in session on Wednesday afternoons that parents, students and staff can attend to ask any questions.

How does our school provide support to improve the emotional and social development of our SEND students?

We provide a nurturing and supportive environment in the learning support area where students benefit from supervised peer interaction and support. We also run individual and group sessions to help improve the emotional literacy, self awareness and self esteem of our students.

We also have staff trained to run Cognitive Behavioural Therapy in school which students can benefit from on a 1:1 basis.

How does our school manage the administration of medications?

We have a secure medication store on site and staff are first aid trained. We work closely with the school nurse and parents and as well as running regular first aid training for staff we will have specific sessions during INSET where required. Students who wish to hold medication on site need to supply written consent and details from parents and medications should be placed in a clearly labelled small plastic box.

How does our school help with personal care when this is needed?

We have private toilet and disabled toilet facilities around site which contain externally maintained sanitary disposal. Students are given education on personal care and hygiene and are issued with toilet passes where required.

What extra pastoral support do we offer to listen to and support students with SEND?

We have a close working relationship with the Senior Intervention Tutors for each year group and coordinate appropriate support through this team and the SEND team.

What access do our SEND students have to facilities and extracurricular activities available to all children?

Each year we run a variety of extracurricular clubs and all students regardless of need are encouraged and supported to take part. We also have equipment on site to run accessible sports clubs and students also compete in these sports across Worcestershire.

Who will be talking to and keeping in touch with the parent/carer?

Parents/carers of all students will have open channels of communication with form tutors and Heads of Year. Those students with SEND will also have contact with the SENCo and other members of the learning support department. Parents may also receive information from other external staff and agencies but this will be discussed beforehand.

How will parents/carers know how well their child is doing?

Through the school reporting system, parents' evenings for all students and for those with My Plan or above regular review meetings with members of the SEND team.

Staff use various means of collecting data through both formative and summative assessment as well as using interventions such as the Accelerated Reader scheme.

How will the school involve young people with SEND in their education?

Students are encouraged to take part in the planning of their support as they are more likely to engage if they have full understanding and agreement of the support in place. All student passports and learning plans are completed in collaboration with students and this information is shared with staff.

How do we assess and evaluate the provision we have arranged for your child?

Using the school data reporting and recording systems as well as regular information requests from teaching staff we are able to monitor the effectiveness of interventions and support. All interventions and support plans are tracked on a half termly basis and recorded on our school provision map. We also utilise psychometric testing to gain standardised scores in our assessment of student progress and to inform applications for exam access arrangements.

How do we prepare our school to welcome and support SEND students and how do we arrange and support transfer to another school/ educational establishment?

For students moving to The De Montfort School we work closely with feeder schools to ensure we have all the relevant information. For those that would benefit we offer enhanced transition giving students extra visit days in school and the opportunity to get to know both the school and key staff.

For those students transitioning to alternative settings from The De Montfort School we help with contacting institutions and arranging and where necessary supporting visits. We invite staff from outside providers into school to talk to students and answer any questions to ensure students are set up to be successful.

How do we prepare our students for adult life?

Within the school curriculum students cover basic literacy, numeracy and life skills. We also offer work experience opportunities where appropriate supported by independent careers advice. There are also opportunities to explore social skills, enterprise and other life skills through the PSHE curriculum and interventions.

What special arrangements are made for exams?

Students are constantly monitored for identification of access arrangements through key stage 3 and 4. In Year 10 those identified as in need are formally assessed and applications are made in line with Joint Council for Qualifications (JCQ) regulations. Some of the access arrangements that can be granted are: extra time; amanuensis; reader; word processing; prompt or enlarged scripts.

What resources and equipment do we provide for young people with SEND?

We use laptops, iPads, various supporting software applications, and oversized equipment that we have on site although we can access other resources if required by individuals.

What arrangements are in place with other schools/educational providers when our SEND students transfer?

We work closely with local providers encouraging attendance at open days and visits. Working with local businesses to give students opportunity to job shadow and gain experience. We also run careers days where students are given advice on CV writing, interview technique and other key skills.

How accessible is our school to students with SEND?

The site is easily accessible to most however there are classrooms on the first floor that are inaccessible to wheelchair users however alternative arrangements and reasonable adjustments are made to accommodate these access issues. With regards to other limitations we work with the Advisory Teaching Service and make modifications where possible.

Where can you find our SEND policy?

On the school website, or a hard copy can be requested from the SENCO or school reception.

What role do the governors have? What does our SEND Governor do?

The Local Governing Body have oversight of all provision and ensure policies are reviewed and updated regularly. The SEND Governors ask for regular updates from the SENCO and will visit the school to observe support in practice and ask questions of staff and students.

What can you do if you are not happy with the SEND provision being provided?

In the first instance the form tutor who would be working closely with the parents should be approached failing this you can approach the SENCo or one of the Heads of Year to raise concerns. If this is not satisfactory then contact a member of the Senior Leadership Team, the Associate Head teacher or the Chair of the Local Governing Body.

The school's Complaints Procedure is set out on the school website. Parents/carers of students with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

How can parents/carers visit the school? What is involved?

To arrange a visit, contact the SENCo by either phone or email to make an appointment for a convenient time.

Who can you contact for more information?

If you require more information then please feel free to contact the SENCo on the above number or email. If you have a query about wider issues then some useful agencies and organisations are:

- Worcestershire Local Authority
http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service
- SENDIASS <http://www.worcestershire.gov.uk/sendiasm>
- IPSEA <https://www.ipsea.org.uk/>