

The Four Stones Multi Academy Trust

Special Educational Needs and Disabilities (SEND)

The School Offer at The De Montfort School

Version Control

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1.0	14 th Dec 2020	Policy written
2.0	30 th June 2021	General updates

The De Montfort School and Sixth Form is a fully inclusive school which ensures that all students achieve their potential academically, personally, socially and emotionally in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Our work centres around each students' path to achieve the best possible outcomes for all our students thereby ensuring the best life chances for everybody in our care. This document is intended to outline the ways in which we ensure we support our students who are identified as having a Special Educational Need/Disability (SEND) in order that they too can realise their full potential. This document takes into account the 'Worcestershire Local Offer and Ordinarily Available' document (available on Worcestershire Local Authority website) and we will continually review our school offer in order to ensure we meet the requirements of individual students, curriculum changes and the national educational landscape.

The types of SEND that are provided for

The De Montfort School provides for students who transfer from mainstream primary schools with an Education, Health and Care plan (EHCP) or those who are on the SEND register at SEND support stage. We cater for students with a range of special educational needs including (but not limited to) those identified as having:-

- Cognition and learning needs,
- Communication and interaction needs (including autistic spectrum condition),
- Social, emotional and mental health needs, and
- Physical or sensory needs.

This offer forms part of Worcestershire's Local Offer which can be found at:

<https://worcestershirelocaloffer.org.uk/>

The SEND Team in School

The team is led by the Head of Special Educational Needs, who is the SENCo. We have a number of Teaching Assistants who support both in the classroom and beyond it to help students with SEND maximise their potential.

Effectiveness of SEND Provision

We assess and monitor progress towards achieving our objectives in the following ways:

Objective	Assessment and Monitoring
All of our SEND students master at least 80% of subject content	<ul style="list-style-type: none">▪ Weekly knowledge quizzes▪ End of topic knowledge tests▪ Annual summative assessments

SEND Identification at The De Montfort School

Information from students' primary schools, combined with a variety of assessments taken at the beginning of Year 6 are used to make judgements of student's needs. We use a graduated assessment approach three times a years to evaluate all students on the SEND register across all year groups; any changes to students needs are communicated with parents/carers.

Transition from primary to secondary school

We understand that transition periods can be very challenging for those with SEND so it is vital that preparation is made well in advance. We offer an enhanced programme of transition for students with SEND coming to The De Montfort School, which includes the following:-

1. SENCo attendance at Year 5 annual reviews,
2. Visits in the summer term by the SENCo to all feeder primaries,

3. The early gathering and sharing of academic and intervention data for SEND students. For some students an individualised transition plan will be put in place,
4. Liaison with parents/carers well ahead of transfer and on the whole school intake evening,
5. Additional visits in the second summer half term of Year 5 transferring students to school ahead of the main school transfer day,
6. The creation of detailed student profiles to share with staff,
7. Comprehensive autism planning with parents/carers, where required,
8. Follow up by the SENCo at the 'New Intake Evening' in July and the 'Settling in Evening' in the autumn term, and
9. Proactive input to decisions about setting taken by Heads of Department for new Year 6 students is provided by the SENCo. This helps ensure that the students are placed in the optimal groups for reaching their potential.

Teaching staff are encouraged to refer any students to the SENCo if they feel a SEND need has not been identified. The SENCo will investigate the referral and engage parents/carers and relevant professionals, as required. The SENCo will then follow the graduated response approach for any further action or intervention.

Transition to Post-16 provision

We offer additional career guidance to our SEND students via our Careers Advisor our SENCo and the SEND team. Some students may require additional transition to their chosen post-16 provider. This is arranged on an individual basis by the SENCo.

Teaching students with SEND

Our approach to teaching is underpinned by the latest research into how the mind learns. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons. Students with special educational needs benefit enormously from these approaches, as the structured setting, clear explanations and carefully sequenced sets of examples aid understanding. Furthermore, students with special educational needs benefit from extended practice as this supports retention of fundamental subject content.

Teachers have been trained to maximise learning for all students, including those with special educational needs. This is done in the following ways:

- Before lessons, teachers pre-empt misconceptions and areas individuals may find difficult,
- During lessons, teachers provide students with a series of examples modelled examples to clarify and solidify concepts and processes,
- During lessons, teachers support students to remember content through direct instruction and deliberate practice, and
- Teachers use robust in class assessment to ascertain the extent of students' understanding.

Adapting the curriculum for SEND students

Students with SEND receive the same curriculum content as non-SEND students. However, teachers build in more time for practice and consolidation to support memorisation.

Effective teaching of all students must begin with detailed knowledge of learners' strengths and difficulties. It is essential that teaching staff know the learning profiles of students with SEND and how to adapt their teaching accordingly. All staff are expected to read the SEND and medical information provided on the student profile and discuss in departments their knowledge about how SEND students perform in their subject and how they can best be supported to achieve.

From this solid foundation, staff are also expected to take note of the following when planning their lessons for sets entirely comprising SEND learners, or those with a specific learning difficulty (SPLD) in a class with no others in the class requiring SEND support:

- The SEND information on the register and the student profiles,
- The students' reading ages,
- The local authority's description of Quality First Teaching in the 'Ordinarily Available' document,
- CPD for staff in inclusive teaching for all SEND difficulties and disabilities is provided by the SEND team. This training underpins quality SEND provision by all teachers and ensures that staff feel confident and competent to modify or enhance their teaching for individuals and groups,
- An annual induction session for new staff by the SENCo,
- The SENCo welcomes teacher enquiries about individual student need. These discussions can be by drop in, where practical, or at an agreed meeting time which is mutually beneficial. Dialogue about planning for inclusive teaching leads to good practice and improved outcomes, so the SEND team are always keen to ensure this happens when requested,
- Delivery of quality inclusive teaching must be a criterion for observations of classes with SEND students in them. This also applies to other monitoring measures used by senior and middle leaders, such as work scrutiny or moderation.

Reasonable adjustments

We have high expectations of all our students, including those with SEND. Our staff follow the professional guidance of the SENCo to ensure reasonable adjustments are made where applicable for students with SEND. This is also the case with the use of the behaviour policy. The students' needs are always taken into account when issuing sanctions and adaptations are made to sanctions, if required.

Key Stage 3

Students with high level learning needs in Year 7 are supported in their literacy via our literacy programmes. A small cohort of students are withdrawn from a range of lessons and tutorials to enable an intensive focus on these core curriculum skills in order to 'narrow the gap'.

Additional intervention is provided by Teaching Assistants during tutorial sessions and via withdrawal, for such matters as organisation and homework and to deliver programmes devised by the specialist teachers and therapists who visit and assess our students.

English and Mathematics lessons are set and this allows teaching staff to be more detailed and do personalised work with students, and will always be supported by an achievement assistant or additional teacher.

Key Stage 4

At Key Stage 4, all SEND students can access the full curriculum. For a small minority of SEND students who are unable to access the full curriculum, Heads of Departments and the SEND team work together to find suitable alternatives. In Year 8, students with EHCPs have their Annual Reviews brought forward ahead of the options process so as to maximise the chance to discuss subject option choices.

This means that at the options evening there is a firm foundation on which to select options which students feel committed to and where possible, prepare them for their post-16 aspirations. During the Future Choices Evening', parents/carers of students who are on the SEND register will be able to seek advice and guidance from the SENCo to ensure the curriculum path followed at Key Stage 4 is suited to their needs.

Key Stage 5

Decisions about future careers and independent living are very important for learners with additional needs and require thoughtful research and planning ahead. We support students to make a successful transition to college, an apprenticeship or sixth form in the following ways:

- IAG and SEND staff work closely together on post 16 transition for SEND students and other additional needs learners,
- At Year 10 Annual Reviews work experience is planned for carefully and discussions about post-16 aspirations discussed,
- Annual reviews for Year 11 students are held in the Autumn Term,
- SEND staff meet with LA staff to pass on detailed information about support needed for EHCP students moving on to college,
- Independent careers advice is provided by our careers advisor.
- By offering a transition year as part of our post-16 provision,
- Those with SEND who have the academic grades to study A Levels or Level 3 courses in our Sixth Form and who opt to do so, are supported by the SENCo and SEND team at taster and information events. They also liaise with parents/carers and the head of sixth form regarding differentiation which may be needed in terms of the number of subjects studied and any adaptations or equipment required, and
- Those who move onto other institutions where they can access Level 1 or 2 courses are supported in the same way, but via the events and taster sessions in the colleges or apprenticeship workplaces.

Additional support

At The De Montfort School and Sixth Form staff follow an inclusive quality first teaching for all approach. Alongside this, we offer varied interventions which are tailored to meet the needs of individuals.

We also offer further support with:

- Organisation,
- Homework,
- Behaviour,
- Social situations,
- Accepting responsibility, and
- Mental health and wellbeing.

The deployment of Teaching Assistants to support learners

This is directed by the SENCo according to the following criteria:

1. the needs of EHCP students as identified in their plans,
2. individual need as identified in student profiles and provision maps on transfer for SEND support students,
3. needs of SEND students as defined in the local authority's policy of 'ordinarily available',

4. the needs of departments,
5. student and parent/carer views,
6. available resources and the number of students on the SEND register.

In allocating support, the SENCo will endeavour to maintain consistency of support personnel across class groups and, where practicable, within subject areas. Teachers providing support will work in partnership with subject specialists.

Teaching assistants (TAs) will work under the direct supervision of the class teacher within the framework of their job description. Whilst specific students may be the main target for the achievement assistants, it is not expected that they will have exclusive contact with those students, as letting a student learn to be more independent and to take risks can be an important step for them.

Equipment and Facilities available to support students with specific learning difficulty or disability

Students who have SEND needs of a different kind, such as dyslexia or dyspraxia or autism, teaching staff are advised on differentiation needed to support the individual and assist with providing resources and equipment. These can include; overlays, coloured books, pen grips and quiet areas.

Subject teachers are responsible for the curriculum outcomes of these students and will liaise with the SEND team over additional support at key points in the planning, assessment and review cycle, such as exam access for half-termly assessments and encouraging the use of recommended software. Interventions for these students will, in the main, take place if needed in the half hourly morning tutorial sessions to ensure they make good progress in their subjects.

Engaging with outside agencies

We work with and/or commission services from the following:-

1. Worcestershire Children First,
2. Speech and Language Therapy (SALT) Team,
3. Child and Adolescent Mental Health Services, and
4. Clinical Psychologist: Dr Sweet.

Assessment of student progress and SEND provision

The monitoring and assessment of students with SEND takes place within the context of the whole school monitoring cycle:

- Termly reading age tests,
- In class quizzes,
- Annual summative assessments, and
- Regular departmental formative assessments.

Teachers set assessments for SEND students in their classes. Heads of Departments oversee these assessments, ensuring that all students are completing the same assessments. The SEND team work alongside Heads of Departments to provide support for all SEND students. Teachers will know the precise exam access entitlements of SEND students and will ensure the correct access arrangements are planned for in all half termly, mock and controlled assessments.

Heads of Departments will notify the SEND team well in advance of assessments if additional staffing is required. Staff in all departments will follow the protocols to ensure the most appropriate support is provided to our SEND students. Throughout the year, regular assessments are conducted and this allows the SEND team to share accurate diagnostic information about progress with student and parents/carers.

The SENCo uses the same systems as other middle leaders and teaching staff to check that SEND students are on target and to feedback to parents/carers and professionals in a consistent and clear way. Students with EHCPs or on SEND support have their data scrutinised termly, as part of the assess, plan, do, review cycle, to allow for intervention to be put in place where there are barriers or lack of progress, but also to allow enough time for interventions or targeted modules in lesson to take effect before skills are re-evaluated.

Special consideration in this scrutiny is given to key groups of students with SEND who also have: looked after status, English as an Additional Language and those who are designated as in receipt of Pupil Premium funding. Additional intervention or assessment may take place at other times in the school year for individuals with, for example when groups or programmes are being set up to address difficulties with such things as spelling, comprehension, numeracy, writing, or to address a subject specific area of difficulty requiring revision or overlearning.

We have high expectations of all our students and aim to offer excellence and choice to them all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our students to feel they are a valued part of our school and community. This is shown through access to appropriate provision, support and understanding from all school staff as well as staff in the centre and through integration into the main school.

Essential elements of the provision include:

- enhanced transition arrangements,
- specialist teaching and support staff to help plan and support the students' time in the mainstream setting,
- specialist teachers who deliver supplementary programmes of study and interventions,
- highly personalised and comprehensive education plans which students are actively engaged in monitoring,
- access to specialist resources,
- very close working relationships with parents/carers, and
- close engagement with outside agencies as listed elsewhere in this policy.

Funding does not assume 1:1 Achievement Assistant support when the students are in mainstream. Support may often be shared between several individuals in a class and as the students advance through the school an emphasis will be on encouraging independence and the use of taught strategies.

For further information and a copy of Worcestershire's current policy on additionally resourced provision in mainstream schools, please contact the SENCo.

Arrangements for consulting with and involving parents/carers

We believe that good communication with parents/carers is essential and wish them to feel fully confident that they can email, phone or make an appointment to address any concerns as they arise. We welcome their feedback in reviewing and planning future provision via reviews and consultations.

Formal reviews of progress with parents/carers will take place 3 times a year in the following contexts:-

For those with EHCPs:

- At annual reviews,
- At the annual year group calendared parents' evening via an extended appointment, and
- At one of designated interim SEND review sessions, the dates and schedules of which will be published in September of each year.

For those with SEND support:

- At the annual year group calendared parents' evening,
- At two of the designated SEND review sessions, the dates and schedules of which will be published in September of each year,
- We seek to engage parents/carers in the setting and monitoring of short term IEP and provision map targets as part of the assess, plan, do, review cycle of provision, and

Involving students

At secondary age, it is particularly important that the thoughts of the students with SEND and disabilities are heard in planning their provision and ensuring their inclusion in school. We strive to use methods which are student friendly, to allow students to participate in the assess, plan, do and review cycle, in spite of communication or learning barriers which might impede. These include:

- Questionnaires and focus group interviews;
- Participation in annual and interim reviews with necessary adjustments re: communication and timing for those students with EHCPs; and
- Encouraging volunteers who are advocates for those with SEND to participate in assemblies, tutorials and the school council.

Support for Families for improving emotional and social development

Additional support is available for SEND students via the pastoral year teams at The De Montfort School and Sixth Form. SEND students can be particularly vulnerable in terms of developmental, social, emotional and domestic. The students may be supported by agencies or other professionals as their needs dictate, including the following:

- Social Services staff,
- CAMHS staff (Child and Adolescent Mental Health),
- Community paediatricians and GPs and
- Worcestershire Health and Care NHS Trust.