



**Midhurst Rother College**

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# Midhurst Rother College

## SEN Policy

**Written by:** Carolyn Lee

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## Special Educational Needs Policy

### **Introduction**

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and students with reference to the following guidance and documents:

- SEND Code of Practice 0 - 25 (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Children and Families Act 2014
- Ofsted Section 5 Inspection Framework January 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Equality Act 2010
- Education Bill 2011

This policy was drawn up by the Director of Additional Educational Needs (AEN) in liaison with the SLT link and AEN Governor; in consultation with staff, students and parents.

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SLT Link: Claire Dickens [Claire.dickens@mrc-academy.org](mailto:Claire.dickens@mrc-academy.org)

AEN Governor: David Lawes

### **Rationale**

We are an inclusive College. All students with Special Educational Needs or Disability (SEND) will follow a broad and balanced curriculum, differentiated and modified in pace, content and delivery, with clear structure and high expectations and aspirations in a normal classroom setting. Every teacher is a teacher of students with SEND providing quality first teaching.

We recognize that a few/some students with significant diagnosed levels of need will warrant additional, highly structured, targeted interventions. These will be delivered by AEN staff, both within the classroom setting and/or on a time limited withdrawal basis. We focus on positive outcomes for all students with SEND.

## **Definition of SEND (Special Educational Need and Disability)**

*Children have a special educational need if they have a significantly greater difficulty in learning than the majority of their age group; or a disability involving a physical or mental impairment that calls for special educational provision to be made for them to access the curriculum.*

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*  
**SEN Code of Practice (2014)**

## **Principles**

**To:**

- Provide curriculum access and secure high levels of achievement for all
- Provide quality first teaching
- Achieve maximum inclusion of all children, whilst meeting their individual needs
- Acknowledge that every teacher is a teacher of children with Special Educational Needs and that they have a professional responsibility for meeting and monitoring those needs
- Recognize an identified Special Educational Need might be an explanation for delayed or slower progress and that we will make every effort to narrow the gap in attainment between vulnerable groups of learners and others
- Ensure early and accurate diagnosis and assessment of identified significant Special Educational Needs, through clear transition planning and targeted diagnostic assessment
- Use the graduated approach to implement a range of targeted intervention strategies and provision for students with Special Educational Needs to enable good progress
- Consider the student’s views at all stages when planning, delivering and assessing provision and to ensure the student also takes responsibility in recognizing their own part in making the best progress they can
- Work in partnership with parents/carers and to value their views and keep them fully informed and consulted at regular intervals, through both formal and informal contact
- Work in co-operative and productive partnership with other outside agencies, to provide a multi-professional approach to meeting the needs of vulnerable learners as required
- Provide clear information and signposting; including the Local Authority offer

## **Roles and Responsibilities**

All staff have a duty of care, both in the classroom and around the school, to ensure the safety, well-being, provision for and inclusion of all students, including those students with SEND has a professional responsibility for meeting and monitoring those needs.

## **Principal**

The Principal is responsible for:

- Ensuring the SEND Code of Practice and SEND Policy is implemented
- Working with the Local Governing Body to ensure adequate resources are allocated to SEN
- Working closely with The Director of AEN to ensure provision is met through consultation on priorities and funding.

## **Director of Additional Educational Needs**

In line with the recommendations in the SEN Code of Practice 2014, the AENCO will be responsible for:

- the day to day operation of the SEND policy
- drawing up the AEN Focus Group/List across all Key Stages, so that teaching staff have a comprehensive view of students who need additional provision
- developing and maintaining a whole-school provision map for students with identified SEND
- co-ordinating provision on a daily basis for students with special educational needs
- ensuring all staff are aware of student's needs, giving advice and implementing specialist recommendations as required
- monitoring the graduated approach and the school's system for ensuring that students in the AEN Focus Group, have a high profile in the classroom with effective differentiation/ strategies
- evaluating regularly the impact and effectiveness of all additional interventions for students with SEND and reviewing provision in consultation with teaching staff
- overseeing the progress and maintaining records on all children with special educational needs
- contribute to the decision making progress around devolved funding and the allocation of resources for students with SEND
- working and liaising with parents of children with SEND, keeping them informed of progress and listening to their views
- working with and taking into account the views of students in the AEN Focus Group and their personalised provision
- contributing to the in-service training of staff
- implementing programmes of Annual Review for all pupils with a Statement of Special Educational Need or an Educational Health Care Plan
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the SEND/vulnerable learners' provision map.
- attending area SENCO network meetings and training as appropriate
- managing the Learning Support Team, overseeing their day to day work and ensuring CPD for team members
- keeping up to date with the latest legislation for SEN, developments, research and resources
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs
- drawing up and reviewing the College's Local Offer in accordance with LA Policy
- respect confidentiality and ensure this is upheld

## **The AEN Department**

Will:

- Work closely with identified children, implementing targeted intervention strategies
- Encourage independent learning; build secure relationships; advise and assist in the development of pupil's self-esteem and be aware of pupil's views and needs
- Work together as a team in an open, communicative and supportive way, sharing ideas and expertise.
- Support staff with strategies, target setting, differentiation and resources
- Maintain accurate records to observe, monitor and assess pupils
- Be committed to developing expertise through CPD and attending INSET

## **Teaching Staff**

should be:

- committed to the inclusive provision for students with SEND, with high quality first teaching
- recognize provision needs to be tailored, differentiated and personalized according to need
- recognize, celebrate achievement and provide strategies to keep student self-esteem positive
- responsible and accountable for the progress and development of the students with SEND in their class
- work with the AENCo on a graduated response of Plan, Do, Assess, Review and implement strategies and recommendations as required
- have high aspirations for and be committed to students with SEND making good progress
- take into account the views of the student and their role in contributing to their own progress

## **Parents / Carers**

should be:

- encouraged to work in partnership with the school and Outside Agencies -this will be facilitated by keeping parents informed, inviting them to communicate and arranging regular meetings
- support their child learning at home and liaise with the College as required
- involved in planning and SEND provision

## **Students**

Students should:

- be encouraged to achieve their best and be given every opportunity to be involved in the wider aspects of school life
- feel secure and comfortable and be given the opportunity to discuss their difficulties and help to set their own agreed targets
- be encouraged to take responsibility for their learning and understand there are clear expectations of attitude, co-operation and behavior to ensure they make good progress

## **Identification, Provision, Assessment, and Review**

### **Identification**

We recognize that there is a continuum of special educational needs and the school follows a graduated response for meeting those needs, as outlined in the SEND Code of Practice under the following broad headings:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

We consider the needs of the whole child rather than focusing solely on their SEND. The above categories inform action to take, rather than categorizing a student.

Transition planning from feeder school, meeting with parents and students are an invaluable tool in facilitating identification of SEND.

**Single Category of Support:** Students with significant or diagnosed SEND will be placed on a list, known as the **AEN Focus Group, Category K** (this applies in across all Key Stages), so all teaching staff are aware of their needs, have strategies to support them and outcomes to work towards.

**Educational Health Care Plans (EHCP):** For a few students, who, do not make adequate progress and have significant long term needs there needs to be an increased level of provision. This is met through a multi-agency approach and an EHCP is drawn up, with specialist recommendations. This provides additional resourced funding from the Local Education Authority to supplement the schools' own provision. For these students there will be external agency advice and close liaison with parents and students, taking into account their views. Students with an EHCP will receive specialist support on a 1: 1/small group basis and targeted in class support as appropriate.

Statutory review meetings will be held annually, with close liaison between the students, parents, teaching staff, specialist agencies, AENCO and the LA Special Needs Officer. The views of the pupil will be taken into account. Resources and provision will be reviewed, taking into account any changes in the pupil's special educational needs and any preparation need to ensure a smooth transition between Key Stages.

### **Provision**

Provision is classroom based with teachers being responsible and accountable for the development and progress of students with SEND in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND

Intervention in the College plays an integral role. The College regularly and frequently reviews the quality of teaching for all students, including those at risk of underachievement. Advice, strategies and additional intervention may be put in place

For those students who continue to underachieve additional specialist support may be needed to advice and inform provision. The Director of AEN will be consulted and for a few/some students Outside Agency advice will be sought.

For those students with an EHCP there will be additional provision/ withdrawal small group work or 1:1 support with specialist from the AEN department. Those students with Specific Learning Difficulties may be offered withdrawal /small group work to boost skills. This support is regularly reviewed.

We provide access arrangement for examinations and assessments across all key stages for those students who meet the criteria.

### **Information - Local Offer**

Available on our website is information about SEND – this is known as our local offer and can be found under About Us – Additional Learning Needs. This information provides a link to the local Authority Website and information about their SEND provision

### **Supporting Students with Medical Conditions**

The school recognises that students with medical conditions should be properly supported so they have full access to all the opportunities school has to offer. For those students with significant medical conditions a Health Care Plan will be drawn up and co-produced with the school, parents and medical specialists. A student with such needs may already have/ need an EHCP, which draws together health and social needs as well as educational provision.

### **Whole School Planning, Management and Review**

**Access:** The school and the Governors will ensure full access to the school's premises, for those individuals with a disability, in accordance with The Special Educational Needs and Disability Act 2014. Accessibility plans are in place. We strive to provide accessibility in information and communication for all stakeholders

**Resources:** The Principal and the Local Governing Body will identify appropriate delegated funding to ensure the best level of resources are allocated to supporting students with SEN.

**INSET:** The training needs of staff, across the whole school, and within the SEN department will be identified and provided for, to ensure good SEND provision. INSET may be delivered in school, by the AENCo or delivered by external providers – on or off site. We recognize the training needs for all staff working with students with SEND are essential and staff will be encouraged to develop their skills and obtain further status within this area.

## **Complaints Procedure**

Any parent of a child with SEND, who has a complaint about provision for that child, should initially contact the school. If a parent wants to make a formal complaint they should follow the Local Governing Body's general complaint procedure, as outlined in the school prospectus.

## **Review**

This policy will be reviewed annually and any appendices updated as necessary. It will be reviewed in light of other school policies and the latest statutory documentation pertaining to SEND.

Carolyn Lee Director of AEN

