



SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY 2019/2020

1. Introduction

SHARE Multi-Academy Trust - We want every one of our pupils and members of staff to enjoy coming to our multi academy trust and for all of us to try our very best in everything we do. We aim to help everybody gain the knowledge, skills and habits that can lead to a happy and successful life, both now and in the future. These principles hold true in all the schools who make up the multi-academy trust.

At Millbridge, we aim to 'Empower Active Citizens of the Future' and our vision and ethos has five strands, as follows:-
IDEA – Inspire, Discover, Experience, Achieve.

In addition to this we have a commitment to the **removal of barriers and promotion of their independence in learning and all aspects of school life** for all pupils but in particular for pupils with special educational needs including disabilities.

All pupils have the right to receive high quality relevant education. Support at the multi academy trust will be provided which encourages independence and supports the achievement of Personal Best. Support will be negotiated individually for each pupil, such that they leave the multi-academy trust fully equipped with life skills, experiences and outcomes to have a happy and successful future. All our pupils have the right to a broad curriculum that meets their needs; every teacher is a teacher of SEND.

This policy complies with the statutory requirements in the SEND Code of Practice 2014 for ages 0 - 25 and should be read in conjunction with the following guidance, information and policies:

- The Accessibility Plan
- The school's SEND information report on the school website
- The LA Guidance – 'Children & Young People with SEND; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2016)
- The Safeguarding Policy

In accordance with the overarching principle of the Code of Practice, this policy has been co-produced with: pupils, teachers, SENCO, Senior Leadership Team, Head of Inclusion, Governing Body (SEND Governor), and parents.

2. Definition of Special Educational Needs

A pupil is considered to have Special Educational Needs if she or he has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be in terms of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory or Physical. Some pupils may have more complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

3. Contacts - Millbridge

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Governors with responsibility for SEND – Sue Bonham

4. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model).
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

4. Identification of SEND

Classroom and subject teachers are at the heart of the new SEND Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff.

The classroom teacher should:

- **Have high aspirations for every pupils:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- **Focus on outcomes for the young person:** Be clear about the outcome wanted from any SEND support.
- **Be responsible for meeting special educational needs:** Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress.

Where your child already has identified SEND and prior to joining the Multi Academy Trust, you will be invited to meet the SENCO/Head of Inclusion and your child will have additional visit(s) to the school, to support effective transition.

At Millbridge School all pupils are monitored regularly in terms of educational progress through a rigorous assessment process involving half termly reviews and termly pupil progress meetings. The information collected from assessments is used to plan effectively for the next steps in the children's learning. Pupils and their parents/carers are invited to two consultation meetings per year and where concerns arise at other times, parent/carers are able to meet with class teachers, Assistant Heads, the SENCO and Head of Inclusion on request. Class Dojo and Tapestry systems enables parent/carers to comment on their child's progress and class teachers use this information to support the children further. Parent/ carer(s) of pupils with an Education and Health and Care (EHC) Plan will be invited to formal review meetings during the school year.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or Physical

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability.

The Code no longer allows for the identification of behaviour to describe SEND. Any concerns parent/carer(s) / the school may have with regards to a behavioural needs would form an underlying part of a wider need which would be supported via the school's Behaviour for learning Policy. Or within the social, emotional and mental health area of need.

5. A Graduated, Whole School Approach to SEND Support

Class and subject teachers are accountable for the progress and development of children and young people in their class. Teachers have the overall responsibility of ensuring that the curriculum will be differentiated in an inclusive way. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

The aims of our Special Educational Needs and Disabilities Policy are to ensure that:

- We identify and assess children with SEND as early as possible including those at risk of underachievement.
- All procedures for identifying children with SEND are known and understood by everyone.
- We provide differentiation with a balanced and broadly based curriculum in a way that supports children with SEND.
- Records relating to children with SEND follow the child through school and are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEND through continuous professional development.
- We work in partnership with parents and carers.
- The school in collaboration with parent/carers may place a pupil on SEND register at SEND Support.
- We maintain close links with support services and other professionals and agencies.

- All children are given access to the curriculum at an appropriate level and each child's learning and achievements are maximised at every stage of their school career.
- There is appropriate support and resources in place for those pupils with SEND.
- Young people with SEND and those with an EHC Plan are given priority in terms of admissions, where the school is named on the EHCP.

The process by additional provision is needed and the pupil being placed on SEND Support:-

A member of teaching staff is responsible for differentiating resources and looking to make the learning experience inclusive. If a member of staff, parent or pupil raises concerns about a potential special educational need the SENCO will use a range of information (alongside national expectations of progress): formative assessments; assessment materials; specialised assessments from external agencies to assess the learning SEND difficulties a pupil may be facing. Throughout this process the pupil and their family will be regularly consulted and their views sought and acted upon.

Every pupil on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (Children & Young People with SEND; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan/Individual Educational Plan/Pupil Helpful Learning Guide to record outcomes, provision, resource and strategies in place.

Overview of the support process at the multi academy trust:-

Action	Who is?	What is involved?	Next Steps
Differentiation/ concerns	The class teacher is responsible for differentiating work for all pupils. Formative and summative assessments are completed regularly and are used to inform decisions as to whether gaps in progress are being closed.	The teacher plans for the differentiated activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. Teachers are expected to assess-plan-do-review, the learning experience for each pupil with SEND.	If, after the observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register at SEND Support is considered. The teacher(s) responsible for the child informs the SENCO of the concern. A response to the cause for concern would be expected within two teaching weeks.
SEND Support	The SENCO/Head of Inclusion request advice from an external agency. The pupil moves in consultation with parent/carer(s) to SEND Support. An individual Education Plan (IEP)/Pupil Helpful Learning Guide (PHLG) /Behavior Plan (BP) is devised from the additional guidance e.g. from external agencies and is agreed with parents/carers. This would be completed in most cases within half a term. The teacher(s)	The IEP/ PHLG/BP is implemented in the classroom using the strategies and additional/different resources suggested. Support at home is also considered. The IEP/PHLG/BP is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all parties involved will consider contributing evidence to, in the first instance, a My Support Plan and subsequently, a request for an Education, Health Care Plan. The process for an EHCP should in most cases be completed within 20 weeks.

	involved delivers the plan of action.		
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Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to the school's provision map). Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered. A review can be called at any time if this is deemed necessary by parents/carers and professionals.

Roles and Responsibilities:

The Multi-academy trust recognises that the provision for Special Educational Needs and Disabilities is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:-

SEND Coordinator (with support from the Head of Inclusion)

- To play a key role in delivering the strategic development of the SEND policy and provision.
- To oversee the day to day operation of the school's SEND policy.
- To monitor the needs of SEND children.
- To assist with and advise on the teaching and assessment of children with SEND.
- To organise annual and termly reviews.
- To ensure Individual Education Plans/Pupil Helpful Learning Guides/behavior plans are written and reviewed termly.
- To ensure that provision for pupils with SEND is mapped.
- To ensure that the impact of SEND interventions is assessed for each pupil.
- To meet regularly with the staff to discuss individual children, resources and uses of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEND register and provision map is updated regularly.
- To lead the annual review of the Special Educational Needs and Disabilities Policy.
- To make contact with the Educational Psychologist and other support services in consultation with the Head of School and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To report to governors as requested by the Head of School.
- To work in conjunction with the class teachers.
- To manage support staff in terms of overall direction.
- To lead on SEND in school as part of CPD as appropriate.
- To keep skills updated by reading, researching and attending training on SEND and appropriate related training.

- To hold or work towards holding a PG Cert SENCO certificate.

Teachers

- To identify the Special Educational Needs and Disabilities of individual children using the school's assessment processes.
- To know which pupils in their class are on the SEND register and at what stage.
- To maintain an SEND file for their class reflecting this information for each individual child and copies of all relevant IEPs/Pupil Helpful Learning Guides/behavior plans.
- To contribute to individual IEPs/ Pupil Helpful Learning Guides/behavior plans for pupils.
- To contribute to the reviews/meetings with parents (and child if appropriate) at least three times a year.
- To provide a detailed record of the Individual Education Plan/Pupil Helpful Learning Guide/behavior plan targets and strategies adopted and their relative success for each child with SEND.
- To plan for support staff in their class.
- To ensure that the SENCO and other colleagues are aware of the young person's needs.
- To provide learning experiences which are appropriate to the needs of the young person.
- To attend appropriate training.

Support staff – under the guidance of the class teacher

- To carry out activities and learning programmes/interventions planned by the teacher and SENCO.
- To keep records of this work as requested.
- To support children in class by facilitating key worker support and small group work.
- To attend training where appropriate.
- To be fully aware of the school's SEND policy.

Governors

- Named governor to have responsibility for the implementation of the SEND policy, who meets the SENCO at least once a year.
- To be aware of the objectives for SEND provision and know how the SEND policy aims to meet those objectives.
- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision including funding.
- To know how equipment and personnel resources are deployed.
- To check that SEND provision is an integral part of the School Development Plan.
- To monitor the financial resources that are available to carry out the SEND policy.
- To check that the quality of SEND provision is continually monitored.
- To monitor that the SEND policy is subject to a regular cycle of monitoring evaluation and review.
- To liaise with the Head of School, SENCO and staff.
- To report annually to parents on the implementation of the SEND policy and any changes during the last school year.
- To manage any complaints from parents of pupils with SEND.

6. Criteria for Exiting the SEND Register

Young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle (three times a year). Parent/Carer(s) will be invited to the three review meetings per year and the evidence will be reviewed at these points. If there is a recommendation for a pupil to exit the SEND Register this will be formally agreed and recorded.

7. Supporting Pupils/Pupils and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Report/School Information Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements/policy (which is available on the school's website)
- Our links with other agencies (information is on the website)
- Our transition arrangements - Mrs Lauren McCaffrey (Head of School).
- Our school policy on managing medical conditions of pupils (is available on each school's website)

8. Supporting Pupils at School with Medical Conditions

Within the Multi-academy trust we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people 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 may also have SEND and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice 2014 will apply.

Pupils with a medical condition will be supported to manage their condition within the school setting, such that it does not have an adverse impact on the progress they make. The school's Managing Medical Conditions Policy will be followed.

9. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils, the summary for the year will be shared during the Autumn term. The views expressed from parents/carer(s) and pupils will be reflected within this process. On a yearly basis views will be included from the external agencies in which the school had worked with to inform the review process. When assessing the SEND provision in school the views from all parties, pupil monitoring data and any other available information will be used to inform the assessment of the area. A summary will be shared with the Governing Body to discuss the effectiveness of the SEND provision in school. This will be used to identify areas to develop and to formulate the key goals for the following year's development plan for SEND.

10. Resources

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element	Funding
Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEND budget.
Element 3 High Needs Top Up	Top Up funding (Band E-A) from the LA to meet the needs of individual children and young people with EHC plans.

12. Storing and Managing Information

All documents relating to children and young people on the SEND Register are stored in the SEND office in a locked cabinet. Information is also recorded on CPOMS for pupils with SEND. All documentation is kept in school as per the requirements. Once a student has joined another educational establishment all the documentation will be transferred to the relevant institution and a copy kept in school.

13. Reviewing the Policy

We will review this policy annually.

14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to: the curriculum, the physical environment and the provision of information. This plan is reviewed annually, barriers are identified, and plans put in place to remove them. Parents/carers can contact key staff by telephoning or emailing the school.

15. Dealing with Complaints

The school's complaints policy and procedures are detailed on the website. If you wish to make a complaint please put this complaint in writing to the Head of School. The complaints procedure is available on the website and will be followed by the school. If your concern is not related to the Multi-academy trust, please contact the relevant organisation directly.

16. Bullying

We have a whole trust approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEND.

At Millbridge we are aware that incidents can occur in school or out of school and can have an affect on a child's general well-being. In discussing our anti-bullying policy with children, we stress the importance of children telling an adult. For our policy to work; Pupils will be willing to tell a member of staff if they feel they are being bullied. All pupils will have a happy and safe learning environment. Parents will feel they can approach school if they have concerns for their child. Your first point of contact will be your child's class teacher, followed by the Assistant Head for the Key Stage and then a

member of the Senior Leadership Team, including the SENCo. The views of pupils are regularly sought and parent/carers are involved in collaborating to ensure that pupil's with SEND are supported effectively.