



Special Educational Needs Policy

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Millthorpe School

Special Educational Needs policy

Millthorpe School is an inclusive school, striving to meet the needs of all individual learners. We aim to remove or reduce barriers to learning, providing a safe and welcoming school where pupils thrive and learn. We have high standards for all our learners and consider attainment and achievement to be of paramount importance for all young people with special educational needs or disabilities.

The policy detailed below describes how every effort will be made to include a pupil with special educational needs or disability and provide for their individual needs. We will follow the guidance as laid down by the Special Educational Needs and Disability Code of practice 0-25, September 2014 and use our best endeavours to ensure that staff at school are competent in identifying and providing for the individual needs of a child, enabling access to a full and balanced curriculum. In addition we will make all reasonable adjustments to enable all pupils to thrive in a truly accessible school.

This policy describes the specific work of the Inclusion Support Department with relation to Special Educational Needs but whole school policies reference inclusion throughout .

1. Definitions

(i) Definition of Special Educational Needs

Pupils have special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils have a learning difficulty or disability if they

- have a significantly greater difficulty in learning than the majority of pupils 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 pupils of the same age in mainstream schools or mainstream post 16 institutions
- are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age
(Code of Practice 2014 Intro XV)

(ii) Definition of Disability

The definition of 'disability' under the Equality Act 2010 states that a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

2. Underlying Principles

2(i) Working in partnership

At Millthorpe School we recognise the value of working in partnership to ensure the best possible outcomes for young people with Special Educational Needs or Disability (SEND). We recognise parents / carers as the experts of their children and readily seek parental support in all work with the young people. We will keep parents / carers informed of progress, interventions, support plans and you will be informed if a decision is made regarding the provision of SEN for your child. Director of Inclusion will be present at every parents evening and is always available by appointment at school. It is hoped that the Director of Inclusion will meet with all parents of students on SEN support at least twice a year and more frequently if

necessary. Parents are therefore encouraged to make use of the Inclusion Support Department open door policy and call / text or email with any concerns or issues as they arise. The school, similarly, appreciates being kept abreast of outside agency involvement and the involvement of other professionals and asks parents to encourage collaborative working between professionals by asking health or social care colleagues to copy us into their correspondence

2(ii) Voice of the child

All young people have opinions on their educational experience, what is valuable to them, working well and not working so well. We aim to listen and use student voice to inform our planning. We appreciate some young people will have greater difficulty in contributing to meetings or reviews but we will use creative approaches to ensure that their opinions are voiced and central to discussions. Students will be invited to meetings and reviews to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

2(iii) All teachers are teachers of pupils with special educational needs.

Millthorpe supports colleagues in school with a wide remit of professional development opportunities addressing SEND. Whole school training will address issues such as planning for individual needs, working with support workers, identifying special educational needs, behaviour for learning etc in order to ensure that all teachers take responsibility for the progress, attainment and achievement of young people with SEND.

For some pupils additional support will / may be required in order for more targeted and bespoke tuition. This will be provided by the Inclusion Support department as intervention groups or 1:1 support.

3. Inclusion Support Department

3(i) The School's Governing Body

The responsibility for arrangements to identify, assess, and meet the special educational needs of the pupils rests with the Governors. They have a duty:

- To secure that provision is made to meet the special educational needs of any pupil within the school
- To secure that the needs of a pupil, who has a formal Statement of need, are made known to all staff who have care of the pupil
- To secure that the teachers in the school are aware of the importance of identifying and providing for pupils with special educational needs
- To identify at least one member of the Governing Body to take particular interest in overseeing the school's developing response to meeting the entitlement of pupils with special needs with regard to Government legislation

- To report annually to parents on the provision of Special Needs
- To ensure that, as far as is practically possible, there is real integration between all pupils of the school.
- To develop and monitor the school's SEN policy.

3(ii) The Headteacher

The Head is the 'responsible person' who receives information and funding from the local authority regarding the special educational needs of those in his school. She is the strategic leader of the school and will designate a member of the senior leadership team to oversee provision of special educational needs throughout the school and to represent those needs in whole school policy.

3(iii) Deputy Head, – Oversight of Special Educational Needs and Pastoral Care

The Deputy Head's responsibility covers Pastoral leadership, inclusion, learning support, monitoring attendance, positive achievement system, line management procedures, child protection and admissions. He oversees the provision of special educational needs throughout the school and ensures that those needs are represented in whole school policy.

3(iv) Assistant Head , Director of Inclusion

The Director of Inclusion responds to the responsibilities delegated by the Head in all areas of inclusion, special educational needs and disability. She plays a role in determining the strategic development of the SEN policy and provision in the school to raise the attainment of pupils with SEN in accordance with the code of practice for Special Educational Needs 0-25 (Sept 2014) The key responsibilities of the Director of Inclusion are shared with three SEND managers and include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
 - Liaising with Director of Student Welfare and other pastoral staff to ensure holistic approach to meeting needs of identified students.

3 (v) SEND managers

The day to day management of the SEND department is managed by three managers, in close liaison with Director of Inclusion..

SEND manager, personalised provision manages all the support provided for students in the Inclusion Support Classroom. She also is functional manager to all classroom based Teaching Assistants. She is the key point of contact for all issues relating to KS3 students or students who access the ISC.

SEND manager, intervention, is functional manager for all out of classroom interventions and Level 3 Teaching assistants. She is the key point of contact for all issues relating to an intervention or KS4 students.

SEND manager, Wave 3 is responsible for the planning and delivery of interventions for students with an Education Health Care Plan.

3(vi) Teaching Assistants

Teaching Assistants work with and under the SEND managers, working in class with pupils who require support accessing the curriculum or on a one-to-one basis with pupils who need extra help with identified skills areas. Guidance is given by the SEND managers or subject teacher as to the role of the Teaching Assistant in the class. The Teaching Assistants are given training by the Director of Inclusion, SEND managers or by specialists from the Local Authority and other agencies.

3 (vii). Directors of Achievement / Student support officers

The Directors of Achievement and Student Support officers are responsible for:

- liaising regularly with the Director of Inclusion regarding pupils on the Inclusion Register who have learning / behavioural difficulties
- reviewing the Inclusion register regularly and informing the Director of Inclusion immediately of any alterations needed regarding pupils with social emotional or mental health difficulties (e.g. following an exclusion, involvement of external agencies or PSP)

- ensuring that pupils on the Inclusion Register for behaviour have Personal Support Plans which are distributed to all staff, parents and pupils. To ensure these plans are reviewed at least twice yearly with parents and pupils and shared with Director of Inclusion.
- Sharing relevant information with the Director of Inclusion pertaining to students whose needs are monitored by the Inclusion Department
- Referring pupils requiring structured support for behaviour to the Inclusion Support Classroom

3 (viii). Heads of Department

The Heads of Departments are responsible for:

- monitoring each pupil's progress to give an early indication of special needs and referring pupils to Director of Inclusion if necessary
- differentiating existing schemes of work to enable pupils with special needs to make appropriate progress within the National Curriculum
- holding a running item of inclusion at each departmental meeting and use this time to promote Inclusion department priorities as shared at Head of Departments SEND meetings. oversee the partnership working of Teaching Assistants and teachers within departments

3 (x) Classroom Teachers

The subject teacher is the person who will, in many cases, be the first to encounter evidence of a pupil's special needs. It is the subject teacher's responsibility to ensure an effective delivery of the curriculum to these pupils with support from the head of department or departmental SENCo where appropriate

In order to do so it will be necessary to:

- set educational or developmental objectives and to assess the pupil's response to these referring to information given on the pupil's profile and / or PSP
- select alternative teaching methods as a means of intervention once difficulties are encountered and to reassess the pupil's response
- devise an individual teaching programme geared to the needs of the pupils with a learning difficulty. Such programmes may involve a change in objectives, outcomes, in materials or in delivery
- Liaise with teaching assistants supporting in class to ensure consistency of approach and shared differentiated learning outcomes.

- refer pupils to the Director of Inclusion if difficulties persist, with details of what measures have been taken to meet the pupils needs within class

Classroom teachers will identify and assess pupils with Special Educational needs in accordance with the code of practice (2014) using the graduated response detailed below.

4. Identification, Assessment and Provision

4(ii) Early Identification

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Code of Practice 2014

All students are assessed in terms of skills and levels on entry to Millthorpe School. In addition subject teachers make regular assessments to inform tracking which will identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to ensure access to the full curriculum
- demonstrates significant concern in areas of self-help, social or personal skills
- is unlikely to lead to appropriate accreditation
- is unlikely to lead to participation in further education, training and / or employment.

The first response to this identified need is high quality teaching targeted at their areas of weakness and will be considered for SEN support when this lack of progress is sustained over time.

At this point the student may be considered by the Director of Inclusion for SEN support (see below, graduated response) The pupil's subject and pastoral teachers will remain responsible for working with the pupil for planning and delivering an individualised programme.

4 (i) Graduated response: Assess, Plan, Do, Review

Assess

In identifying a child as needing SEN support the class teacher, SENCo and other staff working with the student will make a clear analysis of the pupils needs. Assessments may be carried out by the SENCo and formative / summative assessments made by teachers will be provided. The triggers for intervention through SEN Support include concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities,

- makes little or no progress even when teaching approaches are targeted at their identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills, resulting in poor attainment in some curriculum areas
- presents persistent emotional and /or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and /or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Plan

This will be done in collaboration with the student and parent / carer. At this point a pupil profile will be written detailing a student's areas of need, strengths, and base line assessments which have been gathered. The profile will also detail the SEN support necessary and strategies to adopt in class to ensure the student makes progress towards the identified areas of need.

Do

The Director of Inclusion and the pupils' subject teachers use the information detailed on the pupil profile to decide what action is needed to help pupils progress in the light of their earlier assessment. This might be

- to provide different learning materials or special equipment
- to introduce some group or individual support
- to devote extra adult time to intervention, and monitor its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies
- to access LA support services for one off occasional advice on strategies / equipment / staff training

- to provide effective intervention without the need for regular or ongoing input from external agencies

Children that require higher personalised provision which is additional to and different from general classroom teaching arrangements may require more regular input from specialists and outside agencies. Parents will always be informed when support from outside agencies is requested

Review

The pupil profile will be reviewed at least twice annually with parents , students. This review will also look at whole school tracking systems, reports from teachers, skills progress information and information from any specialists. Plans will be monitored, changed (or finished) at these meetings

Parents will be kept informed of all changes to their child's SEN support.

Pupil's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

If a pupil is known to have SEN when they arrive at the school, the Head, Deputy Head, Director of Inclusion, and departmental colleagues will

- use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- ensure that ongoing observation and assessment provides feedback about the pupil's achievements to inform future planning of his/ her learning
- involve parents and students in developing a joint learning approach at home and in school.

The Director of Inclusion will support assessment of the pupil, assist in planning future support for the pupil from colleagues and monitor the action taken.

. Director of Inclusion has responsibility for sharing specialist advice to teachers. Similarly parents / carers enlisting support from private outside agencies (psychologists, Dyslexia action, private health) are asked to request copies of documentation for school purposes.

If the Director of Inclusion and the external specialist consider that the information gathered about the pupil is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the pupil's parents will be sought.

4 (vi) Pupil profiles

Pupil profiles are available electronically to all staff. . They are updated annually and incorporate recent assessments, recent advice from external agencies, recent teacher observation or comments, strategies that work well and a general overview of the pupils' additional needs. All students on the Inclusion Register have a pupil profile available on school desktop.

Pupil profiles will be shared at parents evenings where students and parents will be encouraged to add to the information available to staff.

4 (vii) School Request for Statutory Assessment

- For a few pupils the help given through SEND support arrangements may not be sufficient to enable him / her to make adequate progress. It will then be necessary for the school, in consultation with the parents and external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. This request will be made with the agreement of the parents/carers or young adult
- be made following consultation with the local authority educational psychologist
- be an agreed action from a coordinated support meeting
- be supported by clear evidence gathered to date
- detail who the family or young person would like to be involved in any further assessment and information gathering if the request is agreed.

When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

4 (viii) Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the pupil's school and, as appropriate, other agencies, as to whether a statutory assessment of the pupil's special educational needs is necessary. A pupil will be brought to the LA's attention as possibly requiring an assessment through a request by the pupil's school, from a parent or a referral from another agency.

4 (ix) Education , Health Care Plan

Where the evidence presented to the LA suggests that the pupil's learning difficulties have not responded to relevant and purposeful measures taken by the school over time and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the pupil's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the pupil's special educational needs are such as to require the LA to determine the pupil's special educational provision through an Education Health Care Plan . This will include

- the pupil's name and date of birth
- details of all the pupil's special educational needs
- identification of the special educational provision necessary to meet the pupil's special educational needs
- identification of the type and name of the school where the provision is to be made
- relevant non-educational needs of the pupil
- information on non-educational provision

5. Annual Review of an Education Health Care Plan

All Annual review meetings at Millthorpe School will work to pupil centred principles where pupil voice is married with parent and teacher comment.

All Education Health Care Plans will be reviewed at least annually with the parents, the pupil, the LA and the school to consider whether any amendments need to be made to the description of the pupil's needs or the special educational provision specified in the statement. The annual review will focus on what the pupil has achieved as well as on difficulties that need to be resolved.

6. Inclusion Support Classroom (ISC)

ISC is a supportive base which is fully staffed and houses activities such as Breakfast Club, Lunchtime Club and Homework Club. It is fully resourced with networked computers and printer, one stand-alone computer and printer, cooking facilities and a range of curriculum support resources.

Pupils may be based in the ISC for some or all of their lessons following a referral by Director of Achievement in discussion with Director of Inclusion.

This could be for

- Recognised medical condition / complex needs and part of supportive plan to reintroduce and monitor to Mainstream
- Persistent absentees working towards mainstream increased attendance
- Recently bereaved / emotional / social difficulties meaning that close monitoring is required as move into mainstream
- Pupils on case list who are currently in lessons and being called out regularly and, as such, are experiencing a fragmented and unmonitored education
- Pupils who are struggling to remain included in particular curricula areas and require close target setting and monitoring to return to subject lessons
- Pupils who are registered at ISC to ensure they are settled before starting the day
- Pupils receiving extra literacy / numeracy support or EAL tuition
- Registration and break time solace for more vulnerable pupils
- School refusers
- Pupils with behavioural difficulties and as a time out area

Throughout the time a pupil is in the ISC they will receive targets and interventions to address their learning or behaviour and in order to return to mainstream lessons (if appropriate).

8. Practical Implementation of the Policy

8.(i) Admission Arrangements

At Millthorpe School all pupils are welcome, including those with Special Educational Needs and disabilities. Admission arrangements for pupils with SEN and disabled pupils are the same as for all pupils and are on the basis of the school's published admissions criteria. All pupils with SEN and disabilities will be treated as fairly as all other applicants for admission. The Education Act 1996 (section 316) states that if a parent wishes to have their child with an Education Health Care plan educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

This inclusive approach to admissions is made possible by

- An inclusive ethos adopted by all teaching and support staff
- Experience of working with many additional needs and disabilities
- Established Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

Millthorpe School has been adapted to meet the needs of pupils with mobility difficulties (ambulant). New buildings have lift access to higher levels. Despite these reasonable adjustments Millthorpe School site would still pose significant barriers for non ambulant students.

8 (ii) Year 7 Transition and onwards

Year 6 attainment levels in English, Maths, ICT and science are sent to Millthorpe at the end of the school year and are used to help determine Form Groups in Year 7.

The school has access to subject reports on individual pupils and copies of reports sent to parents.

The Director of Inclusion will attend Year 6 Annual Reviews for pupils who are applying to attend Millthorpe School and /or transition reviews for pupils with an Education Health Care Plan.

The Director of Inclusion will meet with the SENCo's of feeder primary schools and gather information on all pupils on the special needs register who will be attending Millthorpe School.

The Director of Inclusion will be available on 'New Parents Evening' to discuss individual pupils' needs with their parents.

The Director of Inclusion is also available to meet with prospective parents at a mutually convenient time to discuss individual pupils and to detail resources available.

Some pupils with SEND will be offered an enhanced transition package, which aims to meet individual needs for pupils who are most vulnerable in terms of organisation, independence or learning.

A register is compiled of all those pupils who may require some additional support and this information is then circulated to all staff at the very beginning of the Autumn Term by means of an electronic pupil profile and register markings to indicate that pupil has some additional needs. All parents will be informed if the pupil is placed on the register.

8 (iii) First Term

Within a few weeks of the first term all pupils in Year 7 take the Cognitive Abilities Tests (CATS). These tests indicate areas of strengths or weaknesses in verbal, quantitative, spatial and non verbal processing. In addition all new Year 7 students have their reading and spelling screened by classroom based tests. These are used in the identification and assessment of special educational needs and detail whether a pupil has specific learning difficulties or more generalised learning delay

The Director of Inclusion will attend the Year 7 Parents' Evening early on in the first term to discuss individual pupils' progress and re-assess provision for them in consultation with parents and pupils.

8 (iv) Years 7 - 11

Pupils will then, throughout years 7, 8, 9, 10 and 11, be regularly monitored and their progress reviewed in accordance with the graduated response to meeting special educational needs detailed in 4. Identification, Assessment and Provision. This again, will be in full consultation with parents and pupils. Director of Inclusion will be present at each parents evening and, at other times, by appointment. The open door policy of the Inclusion Support Department encourages parents to make contact whenever they have an issue they would like to discuss

8 (v) Collaborative working

The Inclusion Support Department has strong, professional links with a large number of outside agencies from social care, health and the voluntary sector. This includes professional working relationships with

- Primary Feeder Schools
- Local Secondary Schools
- York College, Askham Bryan, Archbishop Holgates Post 16, Connexions
- LA Support Services (educational psychologists, specialist teachers)
- Pupil Health Organisations (school nurses, Children and Mental Health Service)
- Youth Service
- One Front Door
- SENDIASS (see 8viii)

8 (vi) Funding

All schools receive funding for pupils with SEN in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the Director of Inclusion .
- The delegated SEN budget covers the additional support provided.
- Specific funds are allocated to pupils with Education Health Care Plans.

Millthorpe School follows the LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEN are included in the Governors' Annual Report to Parents.

8 (vii) Evaluation

The success of the school's SEN Policy and provision is evaluated through:

- Discussions with pupils and parents
- Monitoring of classroom practice by Director of Inclusion and Senior Leadership Team.

- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Progress data for pupils on the Inclusion Register
- Termly monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The LA SEN moderation process
- The School Development Plan/ Inclusion Support Development Plan
- OFSTED

8 (viii) Concerns

Initially, if advice is sought or concerns need to be expressed, direct contact should be made with the Assistant Headteacher, Director of Inclusion, Ms M Simpson, at school, who will endeavour to resolve any difficulties. If further assistance is required, parents should request an appointment to discuss the problem with the Deputy Head, Mr Butterworth or, in extreme cases, with the Head. It may also be felt appropriate to contact the Link Governor for Special Needs if additional help is needed.

Parents may also feel it useful to contact the SENDIASS at Education Support services, West Offices, YORK Tel. 01904 554562/554312.

Should a concern remain unresolved, despite the intervention and best efforts of the school, parents are able to pursue it through the LA's procedures, details of which are available from Parent partnership officers.

Further appeals can be made to the Special Educational Needs tribunal, which is an independent body that hears parents' appeals against LA decisions on statutory assessments and statements.

This policy should be read in conjunction with other school policies.

