



Mill Chase Academy

Special Educational Needs and Disability Policy

Lead Governor: Chair

Senior Leadership Team Link: Steph Moral

Previous Review: November 2018

Next Review Due: November 2019

Ratified by Governors: 15th November 2018

Objective

To ensure that provision is made to enable access to a full and relevant curriculum for all students with Special Educational Needs & Disabilities (SEND).

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Basic Principles:

- All students have equal worth and value and respect is given to the range of cultures represented in the school community. This means we are sensitive to the different traditions, values, needs, abilities and beliefs of others
- All students should be valued as individuals
- High expectations and aspirations apply to all students, regardless of their ability, emotional or behavioural needs
- All students are entitled to have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs

Admission

Admission to our school is in accordance with the school's admissions policy. Our school is committed to offering an inclusive curriculum to ensure the best possible progress for all students. We ensure that students with an Education Health Care Plan (EHCP) are supported as appropriate and that class support and additional learning intervention is provided as indicated by their EHCP documents. Any student whose final EHCP names our school will be admitted.

Resource Provision

Our school has places for six students with Moderate Learning Difficulties whose special educational needs are provided for as part of our Resource Provision. These are students who have an EHCP but

require additional funding in order for us to provide for their more significant educational and learning needs.

All Resource Provision students' needs will be carefully considered, with external support agencies being consulted as necessary. Resource Provision students' timetables will be personalised, as appropriate, in order to support mainstream curriculum requirements and intervention needs. We will strive to provide a balanced curriculum to ensure that students are taught alongside their peers, whilst also making provision for one-to-one and small group intervention as appropriate.

Not all students with an EHCP will have Resource Provision funding. The need for this additional funding will be determined by the Local Authority SEND Services Education Officer.

Identification, Assessment, Monitoring and Intervention

Year 7 students with Special Educational Needs and Disabilities will be identified in the autumn term as part of our whole school SEND screening of new students. Those previously on the SEND register at Junior school will be reviewed against the Local Authority SEND criteria.

All other year groups will be reviewed annually, at the start of the academic year. At any time during the academic year, teaching staff may refer students to the SENDCo for SEND consideration. As part of our ongoing monitoring of student progress, some students may also be identified by the SENDCo as in need of SEND support or intervention.

The SENDCo will inform parents and staff as appropriate of the nature and extent of a student's special educational need. The Local Authority guidance criteria for SEND support is used, in conjunction with a student's academic progress and SEND assessments, when deciding whether a student should be placed on or removed from the SEND register.

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Identification is through:

- ⇒ Liaison with Junior Schools during the summer term
- ⇒ Liaison with parents/carers
- ⇒ External agency assessments and/or reports e.g. Educational Psychologist, CAMHS, (Child and Adolescent Mental Health), SALT (Speech and Language Therapy)
- ⇒ Key Stage 2 results
- ⇒ Reading Test Results; Salford and Accelerated Reader Star Tests results
- ⇒ Spelling Test results
- ⇒ Year 7 Cognitive Ability Test (CAT) results
- ⇒ Ongoing assessments, monitoring and referrals by teaching staff and staff in the Learning Support Department.
- ⇒ Or, other SEND assessments conducted by the SENDCo

The progress of students with special educational needs will be monitored closely as part of the whole school monitoring and student tracking process. The SENDCo will work with class teachers, offering advice and support in order to ensure that SEND students are able to access their subject curriculum and can achieve to the best of their ability.

Students with an EHCP will be more closely monitored with additional SEND assessments as necessary. The Learning Support Department will also adhere to the graduated approach of the SEND Code of Practice (assess, plan, do, review) in order to monitor progress, areas of weakness and next

steps. All other students on the SEND register (i.e. SEND Support) will be monitored and reviewed regularly as part of the whole school process.

In addition to our whole school monitoring and tracking process, students with an EHCP will have their progress and support reviewed annually as part of the statutory process. Parent/Carer input will be a part of this process, forming part of the final report to the Local Authority. From Year 9, transition planning will be an integral part of the review for future planning for post 16 education, training or employment.

Roles and Responsibilities

Line Manager for Learning Support

The Line Manager will work closely with the SENDCo in order to monitor provision and SEND student progress. The Line Manager will ensure that the Principal is kept informed of important issues in relation to staffing requirements, staff training and student needs.

Head of Learning Support/SENDCo

The SENDCo will make school staff aware of SEND students' specific learning needs as appropriate and will ensure that information is kept up-to-date. SEND Student Profiles, providing more detailed information about a student's learning needs, will be written for key students and reviewed annually. External support agencies will be liaised with and invited in to assess students as necessary. Advice and relevant information will be issued to staff as necessary and parents/carers will be informed of all outcomes from any external assessments.

- 3 Parents/Carers will be kept informed and invited in to discuss intervention progress at key points during the year and as part of the whole school parent partnership procedure. This is in addition to the annual review meetings for students with an EHCP.

Class support allocation and intervention requirements will be determined and timetabled according to need. When timetabling for an individual, the provision of other SEND students will also be considered. In accordance with the SEND Code of Practice, the SENDCo will endeavour to meet all students' educational and well-being needs.

At the start of KS4, students will be identified as potentially in need of exam access support. The SENDCo will liaise with teaching staff in order to gain evidence, will co-ordinate and complete any assessments required, will compile and complete the application paperwork and apply to the Joint Council for Qualifications.

The SENDCo will work strategically with staff in order to ensure that SEND students' needs are being met. Information will be disseminated and staff training will be put in place as necessary. The SENDCo will work particularly closely with the English and mathematics Heads of Department in order to identify students in potential need of SEND intervention.

Subject Teachers

All subject teachers are aware of their accountability for all students' learning needs and progress, including those on the SEND register. Subject teachers are responsible for ensuring that they are aware of all students on the SEND register and their specific learning needs and should refer to/consult with the SENDCo as necessary.

Teachers are responsible for differentiating the curriculum and are expected to follow the SEND Code of Practice graduated approach (assess, plan, do, review) in order to ensure that SEND students' can access their subject curriculum and achieve to the best of their ability.

All subject teachers will:

- Have high aspirations for every SEND student and understand specific students' needs as appropriate.
- Be responsible for meeting special educational needs within their classrooms. Will differentiate and use resources in order to meet the needs of their students - including additional staffing support.
- Ensure that they work in partnership with any Teaching Assistant (TA) or Adult-Other-than-a-Teacher (AOT), in order to ensure that support is focussed on learning outcomes. Teachers are expected to direct TAs and AOTs working in their classrooms as appropriate.
- Consult with and take advice from the SENDCo as necessary.

Teaching Assistants

Teaching Assistants will work under the direction of the SENDCo and will be deployed to support subject teachers and to deliver SEND intervention according to their areas of expertise and skills. Teaching Assistants will support subject teachers to ensure that students are able to access the curriculum and make progress in their learning.

All Teaching Assistants will:

- Have high aspirations for every SEND student and understand specific students' needs as appropriate
- Ensure that they work in partnership with subject teachers, in order to ensure that support is focussed on learning outcomes. Teaching Assistants will ensure that they liaise with the class teacher about their specific role and responsibility within the learning environment and will feedback to the class teacher as appropriate with regards to student achievement
- Work closely with the SENDCo in accordance with the graduated approach when delivering SEND interventions
- Support the SENDCo in identifying concerns about SEND students and to recognise achievements
- Consult with and take advice from the SENDCo as necessary

Learning Support Provision

Students with special educational needs and disabilities are offered a full curriculum and are taught alongside their peers in classes taught by subject specialists. The only exception to this will be that some students, according to their EHCP or other students with specific SEND learning needs, would be withdrawn from some lessons to receive intervention lessons within the learning support base.

Intervention lessons would be delivered either on a one-to-one basis or as part of a small group.

Current intervention lessons are: literacy, numeracy, Emotional Literacy Support Assistant (ELSA), Literacy Catch-Up, Lego Therapy, ASD Key Skills, KS3 and KS4 study support lessons. Additional intervention strategies include Phonographix, Phonic Reading Scheme, Toe-by-Toe, precision teaching and ELKLAN (Communication and Language Development).

Support will either be in class or student(s) may be withdrawn to work in the Learning Support Department. All class support and intervention sessions will be delivered by members of the Learning Support Department. Various resources will be deployed to meet the needs of the students with

special educational needs. Students with emotional needs may be given appointments with the Pastoral Support Team or a series of sessions with our Emotional Literacy Support Assistant (ELSA). Students who are autistic will be provided with additional support to manage their ASD needs and develop strategies to support their learning and emotional needs as appropriate.

Intervention provision will be reviewed termly and adjustments will be made according to progress. Parents/Carers will be contacted and up-dated as necessary about progress. Parents/Carers will be encouraged to be part of their child's learning and will be invited to meet with the SENDCo as necessary in order to discuss progress and next steps.

SEND Information Report

In accordance with the new SEND Code of Practice the school has a SEND Information Report. Our SEND Information Report provides further details about our SEND provision and forms part of the Local Authority Local Offer. Our SEND Information Report can be found on the school website.

SEND Funding

SEND funding is mostly generated through the SEND audit which involves screening, individual testing with some additional submissions adhering to the local authority criteria. There is a system of funding with regard to EHCPs, with top-up funding being allocated each term by the Local Authority. The High Incidence EHCPs are funded through the SEND audit. Low Incidence EHCPs have additional funding from the Education Department in Winchester.

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Allocation of funding is at the Principal's discretion.

Accessibility

Our school is almost fully accessible to all students and members of staff with physical difficulties. Blocks can be accessed via a ramp, there is a toilet for the disabled and a portable lift to enable access to rooms on the first floor. In addition to this, there is a disabled bathroom to cater for the needs of physically disabled students. Please refer to the school's Accessibility Plan for further information.

Concerns and Complaints Procedure

The Head of Learning Support (SENDCo) should be contacted if you have any questions or concerns about your child's learning needs and if you believe there to be a learning issue or barrier preventing achievement or progress. Parents and carers are welcome to contact Mrs. Forbes with any concerns about their child's learning and special educational needs provision either by phoning, emailing or writing a letter.

If you have a concern which is linked to a particular subject, you are invited to contact that member of staff or the Head of Department directly. The subject teacher or Head of Department may choose to refer concerns to The Head of Learning Support (SENDCo).

The school has a formal complaints policy which can be found on the website.

RATIFICATION DATE AND CHAIR'S SIGNATURE

Ratified/Signature:

Print Name:

Date:

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