

# SEND Policy

This policy explains how MEDEN makes provision for pupils with SEND in line with current legislative requirements (SEND Code of Practice 2015, updated January 2015, Equality Act 2010).

MEDEN is a mainstream secondary school.

At MEDEN we aim to provide every child with access to a broad and balanced education enabling each student to reach his or her potential. Our aim is to give all students with SEN and disabilities a high quality of education so that they can achieve educational standards appropriate to their capabilities

If you require further information about provision for SEND in the school please contact the school's SEND department:

- Carolynn Charlton (SENCO)
- Maxine Hague (Inclusion Manager)
- Pat Kennedy (Link Governor)

Katie Mathews is the Senior Leader with responsibility for students with SEND.

## Identification of SEND

- ***Which students are considered to have SEND?***

### The SEN Code of Practice

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

*A young person has a difficulty or disability if he or she:*

- *Has a significantly greater difficulty in learning than the majority of others of the same age.*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.*

*The Four Categories for Special Educational Needs are:*

- 1. Communication and interaction*
- 2. Cognition and learning*
- 3. Social, mental and emotional health*
- 4. Sensory and/or physical*

At MEDEN we have two categories of Special Educational Need.

- SEN SUPPORT register
- VULNERABLE SUPPORT register

### **The SEN SUPPORT REGISTER**

#### **At MEDEN, those on the SEN SUPPORT register are:**

- Students with an EHCP (Education Health and Care Plan)
- Students who receive High Level Needs Funding
- Students who require alternative provision within school for a significant part of their timetable – either in the Inclusion Centre or Progress Centre - or alternative provision outside of school.
- Students who require additional SEN support in order to learn in their mainstream class, despite the provision of high quality, inclusive teaching.
- Students with a diagnosis of a significant medical, sensory or learning difficulty which impacts on their ability to learn and to make progress in the same way as their peers and for which additional support is required.

#### *Year 7*

At the start of Year 7 pupils are transferred onto the SEN SUPPORT register if primary school have reported that they have been on the register with them. During the first term it will become clear whether the child needs to remain on the register. It may become clear that other students, not initially considered for SEN support may require it.

The SEN SUPPORT Register is reviewed termly and information sent out to staff on a regular basis.

It is reviewed in the light of

- assessments carried out during the term
- discussion with class teachers and heads of year and support staff

#### **If a child is on the SEND register, parents/carers will:**

- be invited in for discussion with a member of the SEN team during the first part of the year.
- have a key-worker who will make contact with the parents/carers during the first few weeks of each term and more frequently if this is considered to be beneficial.
- Be given details of the provision they will receive to support their special educational needs.
- have specific targets set for their child which will be reviewed at the end of the term.

## **Medical register**

Our medical register informs staff of specific difficulties a child might have that are important and may require adjustments within the classroom but for which the child does not need any additional support for learning.

The categories for this register are students with:

- Acute and potentially life threatening conditions
- ADHD (Attention Deficit Hyperactivity Disorder)
- high levels of anxiety
- ASD (Autistic Spectrum Disorder)
- diabetes
- dyscalculia
- dyslexia
- dyspraxia
- epilepsy
- EAL
- hearing impairment
- medical conditions
- Social, Emotional and Mental Health Issues
- visual impairment
- and any other disability not mentioned

## **Informing staff**

At the start of the school year all staff are given information about students with SEND. They are directed to the SEN handbook which contains, amongst other documentation:

- The SEN SUPPORT register
- The VULNERABLE register
- Strategies to support students with various special educational needs
- Information around exam access arrangements.
- Medical list

A hard copy of this is available for every member of staff.

Staff are given updates through emails and sometimes staff briefings about any changes or additions to the SEN SUPPORT Register or to profiles during the term.

### **• *How does the school know if students need help?***

Inclusion on the SEN SUPPORT register will be made as a result of:

- Looking at data such as:
  - Reading and spelling age
  - CATs scores
  - KS2 year 6 data
  - Specific tests such as dyslexia screening
- Looking at information provided to the school by:
  - Primary school
  - Any outside agencies

- Parents/carers
- Observation of the child in the lesson
- Discussion with:
  - The parents/carers
  - The child
  - Outside agencies

### Transition to MEDEN

Members of the SEND team at MEDEN are part of the group of staff from MEDEN who visit primary schools prior to transition.

Where appropriate additional pre-transition visits are arranged for students with SEND. This enables the child to feel more confident and the SEND team to have greater knowledge of the student's individual needs.

#### • ***What should I do if I think my child has special educational needs?***

If parents have concerns about their child in relation to possible special educational needs or disability, they should contact the school's SEND department either directly or through the child's form tutor or head of house.

It is important that parents/carers should feel confident to contact us if they have any concerns of this nature. Parents/Carers will always be listened to and concerns taken seriously and acted upon.

### Assessment

#### • ***How will I know how well my child is doing and whether they are making progress?***

Assessment data available at MEDEN:

- KS2 results
- CATs scores
- Annual reading age
- Annual spelling age
- Standardized score in maths for those in lower sets
- Results of specific tests eg dyslexia screening, vocabulary testing
- Progress Check data (three times a year)
- In class assessments throughout the year

Students are also assessed through:

- Observation in class
- Discussion with staff working with that student
- Discussion with the student
- Discussion with parents/carers
- Discussion with CLA's

## **Tracking**

At MEDEN students are tracked on a scale going from 0 – 90.

Those working below point 10 (previously below level 4 of the National Curriculum) require a more sensitive scale in order to demonstrate progress.

These students are assessed using the former National Curriculum Levels which have been transposed to give a numerical score which fits in with the numerical scores on the MEDEN assessment scale (0-10). Decisions around levels are supported with reference to PIVATs .

## **Progress Checks**

### **DATA**

Baseline check: New students are assessed to give a baseline score.

PIVATs are used to ensure as accurate data as possible for those working at lower levels.

Three times a year there is a Progress Check when data is input by class teachers for each student. This is followed by a meeting between the SLT member responsible for SEND and the SENCO. At this meeting progress of the SEND cohort is checked to ensure adequate progress.

Adequate progress is progress which:

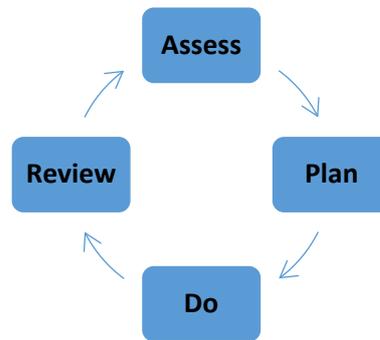
- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

If adequate progress is not being made, steps are taken to tackle this situation. These steps include:

- Discussions with the student and class teacher to try to establish barriers to learning
- Working with the class teacher
- Providing support in lessons
- Putting in specific interventions to assist progress
- More unusually - Change in group or change in scheme of work for that student.

## Assess, plan, do, review

Assessing student progress is an important part of the cycle that ensures that everything possible is done to ensure the child makes progress.



After each progress check, if a child is not making progress, alternative interventions and support are planned to try to address this. These plans are then put into place and reviewed at the next progress check.

## Provision

- ***How will the school staff support my child?***

Your child may receive support in one of the following ways:

- The Impact Centre
- Progress Centre
- Alternative Provision outside of school
- Support within the classroom
- Support through a key worker
- Specific small group or 1:1 interventions

## Quality First Teaching

The best way to ensure progress for all children including those with special needs is through quality first teaching.

Quality teaching is based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explains new vocabulary; uses lively, interactive teaching styles and makes maximum use of visual and kinaesthetic as well as auditory/verbal learning.

All teachers have:

- Data to indicate current learning levels
- Information about any Special Educational Needs or Disabilities
- Strategies for the best way to teach that individual student or students with similar needs

### ***Impact Centre***

A place for pupils who find school difficult to find someone to talk to. A quiet space for vulnerable pupils at break and lunch. Interventions are delivered.

### ***Progress Centre***

Behaviour students are given support to ensure challenging behaviour is reduced.

### ***Alternative Provision Outside School***

A small number of students are offered the opportunity to receive their education elsewhere in provisions that have expertise in teaching students with those particular needs.

### ***Support within the Classroom***

There is a Classroom Learning Assistant working in each year group and offering support within lessons for those students who require it. They may work with an individual student or small group of students or support any of the students in the class.

Some students with Higher Level Needs funding will have one to one support in some or most of their lessons.

### ***Support through a key worker***

All students with SEN SUPPORT have a keyworker who sees them weekly in order to:

- Ensure that the student has a member of staff who they know well and feel confident to approach.
- Ensure that the student feels confident in school and has the opportunity to voice any worries, concerns or triumphs they may have.
- Check and support the student in working towards their targets.

### **Interventions**

#### **One to one**

- Catch-up Literacy
- Toe by Toe
- Wordshark
- Numbershark
- Accelerated Reader
- 1:1 Reading with 6<sup>th</sup> formers

#### **Small group**

- Social skills for those with ASD
- AIM award
- Curriculum support
- Quiet area during recreation times

#### **Homework support**

Students with SEN in all years are offered targeted support with homework and revision in their study sessions. These sessions are staffed by members of the SEND team.

Homework clubs and support is also available for students.

## **Exam Access Arrangements**

In year 10 students are assessed for Exam Access Arrangements. This may result in them being offered the following types of support for their GCSE exams:

- A reader
- A scribe
- Word processor
- An oral language modifier
- Extra time
- A number of other less common arrangements

Students who are entitled to these arrangements will receive this type of support in assessments, exams and all mock exams enabling them to become familiar with this type of support.

Each year all year 9 students are assessed for these arrangements, although not all will qualify. The provision of such arrangements does not entirely depend on diagnosis of a particular condition, it depends also on outcomes from internal assessments.

For further information on this, please contact the SEND department.

### **• *How will the curriculum be matched to my child's needs?***

#### **KS3**

All students access the full curriculum. Work is differentiated to suit the needs of students in the group. Some students with SEND will have additional one to one or small group interventions as described above.

#### **KS4**

All students work towards GCSEs in English, maths and science with work being differentiated according to need. It is expected that students will be entered for these GCSEs. There may be one or two students in a year group for whom this is not appropriate and in these circumstances Entry Level Certificate qualifications will be taken.

Support is offered to students to help them to select the most appropriate options at KS4. Students are encouraged as far as possible to join the same option groups as their peers with work differentiated to reflect their needs. Some students with SEND will have additional one to one or small group interventions as described above.

Where appropriate, students may be withdrawn for additional support with a particular subject.

A life skills option such as AIM is always offered for those students who will benefit from it.

- ***How are decisions made about the support my child will receive?***

Intervention and support is on the basis of need.

Those students who are considered to require SEN SUPPORT are prioritized for support and intervention.

Assessment arrangements are described above.

**Provision maps**

Each student in receipt of SEN SUPPORT has a provision map. On this is recorded:

- their school timetable and any support they are receiving in each lesson.
- what interventions they receive and when
- targets for the term

- ***What specialist services and expertise are available in school/accessed by the school?***

Sometimes additional support from agencies outside of school is required to meet the needs of the child. MEDEN has close links with many outside agencies including:

- The Autism Team
- Sensory and Physical Support Team
- Inclusive Education Team
- Community Educational Psychology Service
- Community paediatricians
- CAMHS
- Disabled Children's Social Work Team
- Paediatric Physiotherapy
- Paediatric Occupational Therapy
- Speech and Language Therapy Service

MEDEN works with these agencies:

- To seek advice about how to ensure that students are supported in the best possible way
- To seek assessment of their educational, physical or emotional needs
- To help the school to support parents/carers
- To provide one to one or small group sessions in school and in rare cases outside school.
- To provide programs of work that can be delivered in school by MEDEN staff

- ***How will the school support me to support my child's learning?***

Through one to one meetings with parents/carers:

- By arrangement with school at any time during the school year
- At parents' evenings
- SEND review meetings

## **Social and emotional well-being**

- ***What support will be available for my child's overall well-being?***

MEDEN has a pastoral team devoted to ensuring the social and emotional well-being and safety of all our students. This team includes: a member of the senior leadership team, the attendance officer and a school counsellor.

**Keyworkers** keep a close check on the social and emotional well-being of students in their care and report any concerns to the SEND team or, in cases where there are safe-guarding issues, through the appropriate safe-guarding procedures.

**At breaks and dinner times** children who want some quiet space or who find it difficult to socialize can go to the Impact Centre.

**Meet and greet.** Staff from the SEND team are available every morning from 8.15 in the Impact Centre. Students can call in there just to say hello or to discuss any issues they may have. Some students are allocated a specific member of staff who will meet and greet them each morning and ensure that their day starts positively.

- ***What extra-curricular activities are available for my child?***

All students at MEDEN are encouraged to take part in the wide range extra-curricular activities.

There is a full PE activity programme available each term.

- ***How are students included in activities outside of the classroom and on school trips?***

MEDEN is committed to ensuring that all activities both in and out of school are accessible to students with special needs and will ensure that appropriate transport/support arrangements are in place as and when required as well as ensuring that the appropriate risk assessments are in place.

## **Training in SEND**

- ***What training and experience have the staff working with pupils with SEND received?***

- ***What training is planned?***

It is important that all staff are acquainted with the learning needs of students with SEND. Information is disseminated through:

- Training sessions for all staff
- Training for department groups
- The SEN handbook
- Email updates

All Classroom Learning Assistants recruited to work at MEDEN are qualified to work with students with SEND and have had experience in other schools or settings.

The school currently has a particular focus on developing literacy across the school. The needs of the students with SEND are often closely linked to this work .

## **Involvement of parents/carers**

- ***Who can I contact for further information and how can I get involved?***

### **Staffing of the SEND team at MEDEN**

**SLT for SEND – Katie Mathews**

**SENCO – Carolynn Charlton**

**Inclusion Manager – Maxine Hague**

**Link Governor – Pat Kennedy**

Parents and carers are always welcome to contact the school with any concerns they may have about their children on the usual number: 01623 843517. Parents/carers should be aware that sometimes staff will not be immediately available because they are teaching but will respond to phone calls as soon as possible nearly always on the same day.

### **Keyworkers**

A child's key worker (usually one of the Classroom Learning Assistants) will make contact with parents/carers at the start of the academic year or whenever the child starts to receive SEN SUPPORT. They will continue to maintain contact throughout the year keeping parents/carers up to date with the student's progress or any difficulties they might be experiencing.

### **Regular parents' evenings**

Members of the SEN team are available at all parents' evenings to discuss the progress of students or any concerns or issues parents/carers may have.

### **Involvement of parents/carers in planning to meet a child's needs**

If a concern is raised about a child, parents/carers are consulted during the initial collection of information. This may involve a phone call or the parent being invited into school for further discussions.

Sometimes a referral to an outside agency is made. If this is the case, parents/carers are always informed that this is happening and the reasons for it, and their written consent is required.

Once all information is gathered, a plan will be developed in consultation with parents/carers and the student so that targets can be developed and strategies or interventions put into place. Parents/carers will also be involved in the review of targets and provision.

### **Students with EHCP**

If a student has an EHCP there is a clear timetable of how this is reviewed and parents are a vital part of this. MEDEN follows all guidelines relating to Education Health Care Plan legislation.

## **Involvement of Students**

MEDEN SEND team believe that it is very important to have the child as the centre of all discussion and planning for their particular additional needs.

Students are able to feedback their views to staff through:

- Discussion with their keyworker
- Discussion with members of the SEND team at any time but especially when concerns have been raised about their progress.
- Through the EHCP process where this is appropriate.
- Heads of House and tutors are also important members of the team supporting students with SEND.

## **Accessibility**

The school has some wheelchair access and works with relevant organisations and agencies to adapt the environment and curriculum to ensure continuing access.

MEDEN works closely with outside agencies such as the Paediatric Physiotherapy Team and Paediatric Occupational Therapy Team.

## **Role of the Governing Body**

In common with other Governing Bodies MEDEN's Governors have three core functions:-

- ensure clarity of vision, ethos and strategic direction
- hold the Head of School to account for the educational performance of the academy and its pupils, and the performance management of staff
- oversee the financial performance of the academy to ensure its money is well spent

MEDEN's Governing Body monitor and evaluate the work of the academy by undertaking regular 'link governor' visits which are complemented by reports from the Head of School at Local Governing Body meetings every half term, and an additional series of 'focus' meetings for governors and directors held through the academic year. These activities aim to provide an overlapping evidence base, allowing governors to triangulate between what they hear, see and feel about the quality of MEDEN's provision for all pupils. Debate between governors and school leaders is informed by comparisons with national data and by considering the trends in internal tracking data.

## **Complaints Procedure**

MEDEN has a separate Concerns and Complaints Policy. This policy covers complaints by pupils, parents or other external stakeholders. There are however separate appeals procedures for a parent dissatisfied with a decision regarding either the admission or exclusion of their child and for appeals against the grade awarded to their child in an external examination. A copy of our Concerns and Complaints Policy is available to download from our website:-

[http://www.medenschool.co.uk/data/uploads/web/files/Complaints\\_Policy\\_Jun\\_16.pdf](http://www.medenschool.co.uk/data/uploads/web/files/Complaints_Policy_Jun_16.pdf)