



**POLICY FOR SPECIAL  
EDUCATIONAL NEEDS  
AND DISABILITY  
(SEND)**

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

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*'Most people see what is and never see what can be'*

### **Mission statement**

At Meden we believe that every individual is unique and it is important to develop every talent and ability. All students are entitled to a broad and balanced education appropriate to their needs to enable them to reach their full potential. We are committed to providing an appropriate and inclusive education. All students should be valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the full range of their school experience. Our aim is to actively seek to remove the barriers to learning that can hinder students and to give all SEND students a high quality education with appropriate support and interventions to enable them to experience and enjoy a positive education.

*'The whole point of schools is that children come first and everything we do must reflect this single goal.'*

Our vision is to endeavour to make SEN provision outstanding in all areas. This policy explains how Meden, which is a mainstream secondary school, makes provision for its pupils. It takes account of current special education needs and disability legislation and has been updated in respect of legislative changes arising from the 2014 Children and Families Act and SEND Code of Practice.

### **Central principles**

- All children can learn and make progress.
- All teachers are teachers of SEND.
- Differentiated materials should be available.
- Provision for SEND should match students' needs.
- There should be regular recording of interventions and their outcomes.
- The child and family are at the heart of SEND support.

### **Aims and objectives**

At Meden the emphasis is on a whole school approach to SEND. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. All staff accept the responsibility for providing students with effective and aspirational learning goals in a broad-based, differentiated and appropriate curriculum.

Our aims are:

- To provide children with high quality teaching through regular training at staff CPD sessions
- To have high expectations that each child will reach their potential in all aspects of school life
- To develop independent learners who can transfer these skills to future life
- To educate pupils with SEND, wherever possible, alongside peers in mainstream classrooms

- To assess pupil data regularly and provide appropriate support. Effective assessment and provision will be secured in partnership with parents/carers, students and external agencies.

We therefore intend:

- To follow the new SEND Code of Practice recommendations on the identification and assessment of special educational needs.
- To work in partnership with the child, parent/carers, staff, governors and outside agencies.
- That subject teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- To offer provision to students identified as not making adequate progress that is additional to the usual curriculum.
- To recognise the importance of early identification and set appropriate targets.
- To enhance self-esteem by setting appropriate targets and by using the school's structures to celebrate them.
- To use a variety of complementary approaches to support the class teacher and pupil such as differentiation, 1-1 support within the class or withdrawal in small groups when appropriate.
- To include the pupil alongside their peers, wherever and whenever practicable.

### **Responsibility for the co-ordination of SEND provision**

The person with strategic responsibility for overseeing the provision for children with SEND is the head teacher. She is responsible for keeping the governing body fully informed. The person co-ordinating the day to day provision of education for pupils with SEND is the SENCO. She sets the vision and direction for SEND provision and oversees the daily operation of the SEND policy.

The role of the SENCO is:

- To assist the head teacher and governing body in the management and development of SEND in line with the school's vision and development plan.
- To support the identification of children with special educational needs.
- To organise, manage and lead a team of support assistants to ensure that all students have access to the curriculum and are empowered to make progress.
- To co-ordinate provision for children with SEN.
- To develop strategies and interventions to ensure that SEND pupils make outstanding progress.
- To monitor the progress and attainment of SEND pupils identifying where pupils need additional support.
- To liaise with staff, parents/carers and other external providers, such as educational psychologists, health professionals and social workers to co-ordinate their contribution to ensure maximum support and continuity of provision.
- To ensure that the school keeps the records of all pupils with SEND up to date.

## **Identification and assessment of SEND**

According to the Code of Practice a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision that is 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

### **A graduated approach:**

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance are monitored closely.
- b) Once a pupil has been identified as possibly having SEND the student's subject teachers provide differentiated learning opportunities to aid progression.
- c) The SEND team will be consulted for support and advice and may wish to review progress data or observe the pupil in class.
- d) Parents will be informed and involved throughout.
- e) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs.
- f) Support is focused on progress and outcomes.

Meden recognises there are specific circumstances that may impact on a pupil's progress and attainment which include:

- Attendance and punctuality
- Health and welfare
- Being in receipt of pupil premium
- Being a looked-after child
- EAL
- Being a forces child

## The SEND process- assess, plan, do, review



This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

At Meden this involves clearly analysing the pupil's needs using assessments, progress check data and details of previous progress and KS 2 data. Students are tracked on a scale from 0-90 and PIVATs. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and overcome and that the interventions used are developing and evolving as required.

Assessments used at Meden include:

- Reading tests
- Spelling tests
- CAT tests
- LASS
- Diagnostic assessments

**Plan**

Planning involves consultation between the subject teachers, SEND team and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do**

The subject teachers retain the responsibility for teaching the pupil on a day-to-day basis even when the interventions involve group or one-to-one teaching away from the main subject teacher. They will work closely with the relevant staff to plan and assess the impact of support and interventions.

**Review**

Achievement and progress reviews are undertaken in line with agreed dates. After each progress check, if a child is not making progress, alternative interventions and support are put into place to address this. These are reviewed at the next progress check. The review process evaluates the impact and quality of the support and interventions. The SEND team will revise the support and outcomes for students on the SEND register based on the pupil's progress and development. The views of the pupil and parents are also taken into account at the review meeting. Parents are always provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Information is sent out to staff every year about students with needs in the following areas:

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

Students listed on the SEND support register are those with:

- An Education Health and Care Plan (EHCP)
- AFN funding
- Additional SEND support in order to learn in their mainstream class despite the provision of high quality, inclusive teaching.
- 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.

Information also included on the list is about students with

- Medical needs. This 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 necessarily need any additional support for learning. The categories for this register are students with medical conditions such as epilepsy and diabetes.
- EAL
- Looked after
- Forces children

Primary schools provide detailed information which helps to identify pupils with SEND. Some children have changing needs so referrals for support and assessment can be made by parents, subject teacher, pastoral staff, external agencies and the students themselves. Inclusion on the SEND register is compiled as a result of looking at data such as:

- Reading and spelling ages
- CAT scores
- KS2 year 6 data
- Specific tests such as dyslexia screening

The SEND department updates the register regularly and those students who are being monitored may be removed if progress is being made and there are no needs additional to or different from their peers. Parents will be informed of any changes.

### **Arrangements for co-ordinating SEND provision**

The SEND department holds details of all SEND records such as provision maps, support plans and one page profiles for individual pupils. All staff can access the following information:

- The SEND policy
- The list of students with SEND and medical needs
- Information about exam access
- The Code of Practice
- Information on individual pupils' special educational needs, including support plans, targets set, one page profiles and copies of their reports and progress monitoring.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information on individual pupils and their special needs and requirements.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way every staff member has complete and up to date information about all pupils with special needs and their requirements which enables them to provide for the individual needs of all pupils. Staff are given updates through emails and staff briefings about any changes or additions to the SEND support register or to profiles during the term. The storage and dissemination of this information complies with data protection

### **Admission arrangements and transition**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with special educational needs and disabilities and those with Education, Health and Care Plans. Details of Meden's admissions policy are available on the website.

Transition arrangements for pupils with SEND are included complementary to the customary arrangements. These may include additional transition visits, multi-agency planning, key worker visits and additional orientation visits. This enables the child to feel more confident and the SEND team to have greater knowledge of the student's individual needs. We work in close partnership with our feeder schools to ensure transition is effective and inclusive. We believe an effective transition is essential to ensure appropriate progress and provision for pupils with SEND.

## **Inclusion support structure and facilities for pupils with SEN**

- Meden has an SEND department which consists of a SENCO, an inclusion manager, a team of classroom learning assistants (CLAs) and apprentices. They act as key workers for named SEND pupils and have individual areas of expertise and responsibilities.
- The Impact Centre is a place for students who find school difficult. It is a quiet space for vulnerable students during unstructured times such as break and lunch. Alternative provision and interventions are delivered there too.
- The school has a Progress Centre to support pupils with challenging behaviour.
- SEND staff deliver a range of additional provision including classroom support, 1:1 interventions, the Hackney Project and catch-up literacy and numeracy support.
- We have access to additional specialist support from a range of agencies which include educational psychology, speech and language, CAMHS and health and social care.
- 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 particular needs.
- Support within the classroom - a classroom learning assistant is attached to each year group to offer in-class support. They may work with an individual student or small group of students. Some students with profound needs will have one to one support in some lessons.
- Support through a key worker – SEND students have a keyworker to ensure that the student feels confident in school and has the opportunity to voice any worries, concerns or successes. The key worker also supports students in working towards their targets.
- Homework support- students with SEND in all years are offered targeted support with homework and revision in their study sessions.

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 attainment levels
- Information about any special educational needs or disabilities
- Strategies for the best way to teach that individual student or students with similar needs

## **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
- Extra time
- Rest breaks

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. An identification of SEND does not automatically result in exam access arrangements as the provision of such arrangements depends on outcomes from the internal assessments.

### **Referral for an Education, Health and Care Plan (EHCP)**

If a child has lifelong or significant difficulties he/she may undergo a statutory assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to planning provision and identifying resources is required. The decision to make a referral for an EHC Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including SENCO, parents, teachers, social care and health professionals. Information will be gathered relating to the current provision provided, action points that have been taken and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against any decision.

### **Tracking progress and evaluating the success of SEND provision**

Robust and reliable assessment across the school is at the heart of systems that track pupils' progress. Meden tracks the progress of individuals and groups of pupils in relation to the targets set for them and intervenes accordingly. Collection and analysis of data to support discussions about pupils' progress is embedded in school practice. At Meden student progress across the school is tracked on a scale from 0 – 9.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Where students have an EHC plan formal achievement reviews will be held termly.

Monitoring and evaluation of the school's SEND provision is carried out through:

- Classroom observations
- On-going assessment
- Work sampling
- Analysis of pupil tracking data and exam results for individuals and groups
- Improved outcomes and value added for pupils on the SEND register
- Regular monitoring, review and evaluation of the implementation and impact of SEND procedures and practice using a variety of self-evaluation approaches
- Monitoring individual provision map targets
- Review of the school improvement plan and specific SEND action plan
- Regular meetings between staff with specific responsibilities for SEND and inclusion

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 learning for that student.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy.

### **Access to the curriculum, information and associated services**

Curriculum planning for students with special educational needs takes account of the type and extent of the difficulty experienced by the pupil. Teachers at Meden encounter a wide range of pupils with special educational needs, some of whom have disabilities. In most cases, the action necessary to respond to an individual's requirements for curriculum access is met through differentiation of tasks and materials. Pupils with identified SEND are given access to the curriculum through the quality first provision. 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.

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and colleagues for other flexible arrangements to be made. Promoting independence is a significant focus. Students are encouraged to be independent; not only in their learning, but as a skill for life.

The SEND department works collaboratively -

- Keeping staff fully informed of the special educational needs of students including sharing progress reports, data indicating current learning levels and strategies to achieve the best outcomes for individual students
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels. These are available on their support plans.

### **Links to external support services**

Sometimes additional support from agencies outside of school is required to meet the needs of the child. The school continues to build strong working relationships and links with external support services in order to fully support our SEND students. Sharing knowledge and information with our support services is essential for effective and successful SEND provision. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will inform the child's parents. There is regular liaison and exchange of information between the SENCO and these services through review meetings.

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 some cases outside school.
- To provide programmes of work that can be delivered in school by Meden staff.

### **Social and emotional 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 SENCO or, in cases where there are safeguarding issues, through the appropriate safeguarding procedures.

At break and dinner time children who want some quiet space or who find it difficult to socialise can go to the Impact Centre. Staff from the SEND team are available there every morning from 8.15. Students can call in 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.

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. We are 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**

Training needs of staff are identified and planned from performance management meetings. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends SEND meetings in order to keep up to date with local and national updates. INSET and CPD sessions are also used for training purposes.

## **Working in partnerships with parents**

Meden believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

We aim to promote a culture of co-operation with parents. We do this through:

- Ensuring all parents are made aware of the school's arrangements for SEND by keeping information on the school's website up to date
- Involving parents as soon as a concern is raised
- Providing access to the SENCO/key workers to discuss the pupil's needs and provision
- Keeping parents up to date with progress through progress reports, parents' evenings and reports
- Undertaking annual reviews for children with EHC Plans and supporting parents' understanding of external agency advice and support

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO or member of the SEND team may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

A child's key worker may contact parents/carers at the start of the academic year and 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. Members of the SEND team are available at parents' evenings to discuss the progress of students or any concerns or issues. 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 a meeting in school for further discussions. Once all information is gathered, a support 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.

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. Parents and carers are always welcome to contact the school with any concerns. Staff may not be immediately available because they are teaching but will respond to phone calls as soon as possible nearly always on the same day.

There is also the opportunity for parents to come into the Impact Centre for a drop-in session. This will be by invite only and parents will get a chance to meet the SENCO and the SEND team every half term. This enables parents to come into the school to discuss any issues, see any interventions/work and to have a friendly chat.

The SENCO holds reviews for SEND students with student, parents/carers and any relevant staff.

## **Involvement of students**

At Meden we believe that it is very important to have the child at 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
- Through the EHCP process where this is appropriate.
- Through the one page profile which they help to produce
- Heads of Year 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. Where necessary access plans will be written by the inclusion team in conjunction with parents and the student and where appropriate external agencies. Meden works closely with physiotherapists if required. More details are available in the Disability and Accessibility policy on the school's website.

## **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 teacher to account for the educational performance of the school and its pupils and the performance management of staff
- oversee the financial performance of the school to ensure money is well spent

Meden's governing body monitor and evaluate the work of the school by undertaking regular link governor visits which are complemented by reports from the head teacher at meetings. These activities aim to provide evidence of the quality of Meden's provision for all pupils. The SENCO works closely with the link governor responsible for SEND.

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

If you have any concerns about special educational needs or disability contact the school's SEND department either directly or through the child's tutor. It is important that parents/carers feel confident to contact us and they will always be listened to and concerns taken seriously and acted upon.

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

- Ruth Coleman - SENCO
- Maxine Hague - inclusion manager
- Pat Kennedy - link governor

## **Complaints procedure**

Meden has a separate Concerns and Complaints Policy. This policy covers complaints by pupils, parents or other external stakeholders. There are 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)