



## **Policy for Special Educational Needs & Disabilities (SEN&D)**

**Responsibility of:** SENCO/Assistant Principal

**Reviewed:** Sept 2021

**Approved by Governors:** TBA

**Next Review:** Summer 2023

The aim of the school, in making provision for students with special educational needs with or without a EHC Plan, is to ensure that students have the right of access to a broad and balanced curriculum, which meets their needs.

Melior Community Academy offers a supportive and encouraging learning environment to all its students. The school places equal value on and offers equality of opportunity to students with special educational needs. All students have talents and abilities, which the school aims to nurture and develop. The school celebrates achievements that represent the fulfilment of a student's individual ability. Within this general framework our main objectives are to ensure that the barriers to learning are removed so that:-

- Students with special educational needs receive their entitlement to a broad and balanced curriculum.
- All teachers endeavour to meet and address the individual needs of students with special educational needs by ensuring that the teaching and learning strategies are matched with the learning needs of the individual pupil.
- The curriculum is appropriate and accessible whilst offering opportunities for success and growth to students with special educational needs.
- The school's procedures for identifying, assessing and meeting the needs of students with SEND are followed.
- Pupil progress is monitored and recorded in line with the schools policy.
- Effective partnerships between pupils and their parents, the LEA and other outside agencies.

In order to fulfil these objectives, each department is required to plan a curriculum differentiated in pace and designed to meet a wide range of individual needs. Departmental schemes of work are supported by assessment procedures that offer opportunities for all students to exhibit knowledge and learning and gain success. Subject Departments and the Special Needs Department must work closely to ensure that information relating to a student's special educational needs will be used to benefit the child.

### **THE PERSON RESPONSIBLE FOR CO-ORDINATING THE DAY TO DAY OPERATION OF THE SEN POLICY**

The SENCO, **Daniel Gamble** is responsible for co-ordinating the provision of education for students with special educational needs. The SEN Co-ordinator, **Mel Nixon** is responsible for the day to day running of the SEND Department.

## THE ARRANGEMENTS FOR CO-ORDINATING EDUCATION PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The SENCO, is the designated teacher responsible for the day to day operation of the school's special needs policy. The SENCO is supported closely by the SEN Coordinator and SEN teaching staff and is responsible for:

- To oversee the implementation of the Code of Practice
- To ensure identification of needs
- To implement teaching programmes and provision to meet the needs of pupils with SEND
- To identify and assess all pupils with SEND
- To keep records for all pupils with SEND
- To promote and develop a close working relationship with all parents of all pupil with SEND
- To involve SEND pupils in target setting, evaluating and reviewing
- To liaise closely with and collate SEND information from feeder primary schools
- To liaise closely with FE providers and pass on to them appropriate information of SEND pupils
- To identify and provide for the INSET needs of staff in relation to SEND
- To liaise with all outside agencies involved with the pupils
- To raise the profile of SEND in the school and community.
- To provide information for the governing body as required

The **SEN Coordinator** is responsible for:

- To produce and update the SEND Record in accordance with DFE and LEA guidelines
- To ensure that all staff are aware of the needs of those pupils identified on the Record
- To liaise with and advise colleagues
- To line manage Teaching Assistants and monitor their effectiveness.
- Delivery of Dyslexia/Dyscalculia Screeners
- To identify, allocate, record and monitor the monitor the effectiveness of interventions
- To liaise with parents, inclusion personnel and outside agencies for pupils with SEND
- To assist in the development and evaluation of the SEND policy
- To manage the SEND budget

### Other staff in Special Educational Needs

Mrs A. Peden	Teaching Assistant
Miss C. Spencer	Teaching Assistant
Mrs J. Major	Teaching Assistant
Mrs J. Waddington	Teaching Assistant
Mrs A. Aldan	Teaching Assistant
Mrs H. Wilkins	Teaching Assistant
Mrs S. Graves	Teaching Assistant
Mrs G. Reynolds	Teaching Assistant
Miss S. Johns	Teaching Assistant
Mrs E. Mullin	Teaching Assistant
Miss M. Salmon	Teaching Assistant

Following a comprehensive and diverse training programme the Teaching Assistants have been trained to deliver specialist intervention programmes that are offered to some of our students.

New staff begin their training as soon as they take up post to ensure that they are able to deliver interventions wherever possible.

### **ADMISSION ARRANGEMENTS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

Students with special educational needs are admitted to the school in accordance with the normal arrangements, which apply for all students. All children who currently have an Educational Health Care Plan (EHCP), naming the school, will be admitted into the school.

### **FACILITIES FOR STUDENTS WITH SEN**

At the Academy there are several rooms designated for pupils with special needs. There are Intervention rooms used for withdrawal work and counselling, 'The Bridge' and the PLC. Students are timetabled to the Bridge/PLC for a variety of reasons when mainstream provision is not working, or additional personal support is necessary. In addition, there is a room used at break times as a safe haven for our vulnerable students.

## IDENTIFICATION, ASSESSMENT AND PROVISION

Most students arriving at Melior Community Academy with special educational needs will already be known and be within the stages identified in the Code of Practice. During the summer term the SENCO/SEN Coordinator may visit primary schools to establish links with those needing additional support. There is an annual induction day for all Year 6 students. Additional visits may be arranged for vulnerable or anxious pupils. There is also an opportunity for parents to discuss proposed support and exchange information at the Transition evening. The SENCO/SEN Coordinator are involved in annual review meetings for those anticipated to be transferring to Melior Community Academy from Year 5 upwards.

The results of the online Reading Test (NGRT) and a Single Word Spelling Test, in addition to Cognitive ability tests (CATs) and primary school records will provide further information. From this evidence base we will have information on the most able as well as those with special educational needs. The academy chooses to maintain a register of those pupils who have special needs. This is available electronically within school for staff to access.

Students may be tested and screened for exam considerations where necessary. This process normally begins at the beginning of year 10. Reports are produced for those identified and submitted to the Examination Boards. An appropriate assessor visits the Academy and writes reports on all the students at KS4 who require access arrangements. Information is shared with the Examinations Officer.

Where there is concern some students are screened for vision deficiency and visual perceptual difficulties. Students identified as having either of these difficulties are referred to professional specialists and are given aids (coloured overlays, tracking rulers, monitor adaptations) to assist them with their difficulty. Other technical aids are provided as required e.g. netbooks.

Following identification and assessment the SEND Department offers the following:-

- **Accelerated Reader** – A programme which we operate both in class and on a withdrawal basis depending upon need. It is a very effective programme, tracking reading comprehension. It is best used with pupils who are 3 to 4 years below their chronological expectation and enhances reading comprehension age by 6 months to around 4 years.
- **Attack** – Is an intensive spelling programme which we deliver to small groups of pupils whose spelling is below their chronological age. Generally we see pupils spelling age increasing between 3 months and 3 years.

- **Dyslexia Intervention** – We use a variety of programmes to teach pupils to cope with their dyslexia. The most popular one is Beat Dyslexia. While dyslexia can never be cured we see pupils becoming more confident in their literacy skills and their reading and spelling ability are often improved. Given the nature of the difficulty this is often by small degrees and tend to slip backwards without regular input.
- **Sounds Training (Lexonic)** - Aims to raise the reading and spelling ability of pupils who are falling 1-2 years behind their chronological age in these skills..
- **Dyscalculia** screening for identified students with related intervention;
- **Targeted maths intervention** -identified students to receive an additional one hour per week small group numeracy support and intervention- students are grouped to meet individual needs.
- **Toe by Toe** – a highly structured phonics programme.
- **Typequick** – a keyboard skills programme for students with dyspraxia
- Other spelling, handwriting and Memory programmes can be made available where necessary.

### **MEDICAL PLANS AND RISK ASSESMENTS**

Students with medical needs are identified and Medical Plans and Risk Assessments are produced. Parents attend the meetings and the risks and provisions required to ensure the student can access the curriculum are agreed and put in place.

### **ACCESS TO THE CURRICULUM**

The school aims to provide all students with access to a broad and balanced curriculum. A range of teaching styles, including differentiation, will be used. The SEND Department have produced numerous documents advising on suggested teaching strategies. All staff have access to this material.

Members of the special needs team may be involved in the planning stage of courses and new work produced for students and can offer advice on differentiated approaches for students as well as readability levels of materials.

The match between a student's ability and an appropriate curriculum is crucial. Departments are encouraged to exercise and develop their provision for students with special educations needs to ensure full access to the national curriculum at the necessary level.

## **INCLUSION ARRANGEMENTS – DISABILITY AND DISCRIMINATION ACT**

The philosophy of the SEND Department is that 'Every Child Matters.' (Despite the change of government and re-naming of the documentation, this philosophy still exists). It is the intention of the school to integrate any students with special educational needs and or disabilities into mainstream classes along with their peers. Increasingly we are taking in students with diverse needs who would have previously been educated in specialist schools/units. Some of these students are of very limited ability and academic progress may be minimal. Some of these children may be on the Child Protection Register or are 'Looked after Children'. However, our aim is to provide a safe and secure environment to promote the happiness and well being of these vulnerable students. The named responsible staff for 'Looked after Children' and Designated Safeguard Lead is Gail Broughton (Associate VP: Designated Safeguarding Lead).

At the beginning of each academic year, members of staff who are timetabled to teach SEN students are requested to read any documentation which is available on the School Intranet. Teachers can then more effectively prepare to integrate these students into their planning.

The SEND Department will work closely with the senior member of staff and the governor responsible for the Implementation of the Disability and Discrimination Act and oversee the execution of the Melior Community Academy Accessibility Plan. The SEND Department will devise appropriate programmes for those students who are identified as having special educational needs.

## **MONITORING AND EVALUATING SUCCESS**

The successful realisation of the policy is a shared responsibility to be developed and delivered across the curriculum and pastoral care system. The success of the policy should be observable in the following ways:-

- Evidence from classroom practice e.g. employment of appropriate teaching styles, differentiation of tasks, and use of appropriate resources.
- The fulfilment of statutory duties e.g. tracking documents, letters to parents, evidence of screening and EP reports etc
- Performance Management – conducted annually for all teachers and Teaching Assistants.
- Lesson Observations of SEND staff several times during the year
- Analysis of student performance both against national data and internal monitoring.
- Tracking of all SEND interventions

Evaluating the success and progress of EHCP students will take place on a termly basis and at the annual review to which parents and various other interested outside agencies are invited. All students on the SEND register are tested and reviewed every two terms.

Whilst individual students develop and progress at different rates, it is hoped that basic literacy and numeracy competencies will improve on an annual basis.

In addition, regular meetings with the SENCO's line manager (Miss Broughton) and the Governor responsible for SEND (Mrs J Matthews) will be held to monitor the implementation of the whole school policy.

This policy is a working document and will be reviewed annually at the end of each school year to assess its effectiveness as will be the documentation associated with the staged procedures.

## **ARRANGEMENTS FOR TREATMENT OF COMPLAINTS**

Should a complaint occur, the problem will be dealt with initially by the SEN Coordinator and then SENCO. If the issue is not resolved the matter will be referred to the SENCO's Line Manager or another member of the Senior Leadership Team. In extreme cases complaints will be referred to the Principal and the SEND Governor.

## **SEN IN-SERVICE TRAINING FOR STAFF**

In-service training and professional development are reviewed annually in the School's Development Plan. The SEND Department's Development Plan will target and prioritise areas for in-service training and professional development across the department.

The SENCO will attend Network SENCO meetings from across the Authority to share in the development of good practice, will respond to staff needs and facilitate staff development programmes concerned with SEND.

## **EXTERNAL SUPPORT SERVICES**

The school has arrangements with SENDIAS -The Special Educational Needs and Disabilities Advisory Team (formerly Parent Partnership), Careers and IPASS- Integrated Physical and Sensory Service. The SENCO also attends multi-agency meetings when appropriate.

## **PARTNERSHIP WITH PARENTS**

Parents may at any time, trigger a concern for their child. Any concern initiated by a parent will be recorded on an SEN&D Concerns Pro-forma and acted upon.

Parents of students identified as SEND Support that have a EHCP will be contacted by letter informing them of the student's inclusion on our register. They will be involved in the decision making whilst their child receives support from the SEND Department. When a child is to be removed from support the parent will be informed by letter.

Where a concern is registered, the school will write to the parent(s) concerned informing them and giving them the opportunity to share their views.

Parents of children with learning difficulties may be asked to play an active and supportive role in reading and spelling activities.

If a student is experiencing behavioural problems the parent(s) may be asked to consider appropriate rewards or sanctions to support actions taken in school.

At the Academy we use the Graduated Approach as directed in the SEN Code of Practise. When a student is added to the SEND Register at SEN Support, receiving support additional to other students, such as outside agency support, a four step action process will begin, this is known as the graduated approach. (Assess, Plan, Do and Review).

**Assess:** carry out a clear analysis of the pupil's needs, drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers. Alongside this, the views of parents and the pupil's own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.

**Plan:** parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

**Do:** the class or subject teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

**Review:** regular reviews should take place between all relevant staff and parents.

Parents are welcomed and encouraged to contact the Intervention Coordinator.

## **LINKS WITH HEALTH SERVICES, SOCIAL SERVICES AND ANY VOLUNTARY ASSOCIATIONS**

Liaison between the school and social and educational welfare services will take place via the SEN Coordinator, SENCO and Inclusion Co-ordinator who will in turn liaise with the appropriate member of staff.

Reviewed September 2021  
Next Review Summer 2023