



Alvechurch CofE Middle School

Policy Statement of Special Educational Needs and Disability

Mrs S. Sweeney SENco/Assistant Head

Reviewed	January 2019
Next review	January 2020
Committee responsible	Standards and Achievement

Mission Statement

At Alvechurch C of E Middle School, we are committed to giving all pupils every opportunity to reach their individual potential.

We aim to provide a broad, challenging and enriching curriculum to enable our pupils acquire the skills, knowledge and experiences to engage successfully in the future workplace and to become motivated, resilient, empathetic and independent individuals who contribute eagerly to our school, local and global communities.

Furthermore, we promote quality and equality of opportunity and provision for all involved within our school community.

Definition of Special Needs and Disability

The Code of Practice (March 2015) states that:

A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others at the same age or
- Has a disability/ medical condition which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.
- Is unable to make expected progress within a curriculum that sets suitable learning challenges, responds to pupils' diverse needs and removes potential barriers to learning and/ or access.

Other needs may impact on progress and attainment, but **may not** be classed as SEN, these include:

Disability, attendance, punctuality, health and welfare, EAL, being in receipt of a Pupil Premium Grant, LAC or a child of a serviceman/woman.

- Behaviour is **no longer** classed as a need in itself and any concerns relating to a child or young person's behaviour should be identified as an underlying response to a need that the school should be aware of and seeks to support pastorally.

At Alvechurch Middle school, we aim to secure Special Educational provision for pupils for whom this is required, that is '**additional to and different from**' that provided within a differentiated curriculum in response to the four areas of need identified in the New Code of Practice September 2014.

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

Provision for pupils with Special Needs at Alvechurch Middle School, is a matter for the whole school. In addition to the Governing body, the

school's Headteacher and the school's SENco, every teacher has a responsibility to provide a quality education for all pupils.

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' - SEND Code of Practice-July 2014

Parent Partnership

At Alvechurch Middle School, we recognise that the views of parents/carers are invaluable in establishing a complete overview of a pupil's areas of weakness, strengths and special interests.

Parents/carers can play a critical role in planning for and evaluating the success of additional support. Liaison between parents/ carers and school is actively encouraged.

The school's SENco is Mrs Sharon Sweeney (0.6)

The Lead Teaching Assistant for Inclusion is Mrs Christine Johnston

The school operates an 'open-door' policy to discuss any concerns a parent/ carer may have, in addition to:

SEND Drop-in sessions (weekly time-tabled)

Termly pupil progress meetings

Parent-teacher Consultation evenings

E-mails

Telephone conversations

Mutually- convenient scheduled meetings

AIMS and OBJECTIVES

The overarching aim of this policy is to ensure that; each pupil has their individual needs identified, has full access to the curriculum, is provided the necessary support and intervention and is encouraged to maximise his or her potential in order to achieve and experience success.

We aim to:

- Identify pupils with SEND as early as possible.
- Create a learning environment which is engaging, accessible and differentiated to meet all learning needs.
- Assess pupils accurately, track progress regularly and adjust provision in the light of on-going monitoring.
- Encourage all pupils to develop confidence and self-esteem as learners and to recognise the value of their own contribution to their learning.
- To value and encourage pupil feedback in shaping a curriculum for all.
- Work in partnership with all stakeholders to ensure that the needs of SEND pupils are understood, planned for and met.
- Regularly monitor and evaluate the provision for all pupils, including those with SEND to ensure its effectiveness, suitability and value for money.

Ensure all staff implements the school's SEND policy consistently- endorsing our belief that **"Every teacher at Alvechurch Middle School is a teacher of every child or young person including those with SEND"**

Roles and Responsibilities:

At Alvechurch Middle School, we believe that all teachers are responsible for ensuring that pupils identified with SEND access a broad, balanced and differentiated curriculum to achieve success and be fully included into our school community.

The SEND Co-ordinator, Mrs Sharon Sweeney (0.6) is responsible for the day to day operation of the SEND policy. The main duties are:

- Overseeing the day-day operation of the SEND policy.
- Liaising with and advising colleagues re SEND.

- Managing the Learning Support Assistants.
- Co-ordinating provision for pupils identified with SEND.
- Overseeing the records of SEND pupils.
- Liaising with parent/cares of SEND pupils.
- Liaising with external agencies; including Education, Health, Social Services and Voluntary Bodies.
- Auditing and contributing to the training needs of staff linked to SEND.
- Ensuring a smooth transition for all SEND pupils who are entering or exiting the school.

The Governing Body:

The SEND Governor is Gwen Onyons.

The Governing Body has agreed with the LA Admission's Criteria that they do not discriminate against children with Special Educational Needs and Disabilities. The school's Admission's Policy has due regard for the guidance in the Code of Practice-" The school admits pupils with Special Educational Needs, providing that the needs of the pupils can be met or that reasonable adjustments can be made." as well as identifying and providing for pupils not previously identified as having SEND.

The Governing Body challenges the school and all stakeholders to deliver effective provision for pupils identified with SEND. They ask probing questions to ensure that all teaching and support staff are aware of the diverse needs of SEND pupils and that funding and resources are deployed effectively and impact of provision is reviewed regularly.

Education Inclusion:

At AMS, we respect the fact that our pupils:

- Are unique individuals
- Have a preferred learning style
- Learn at different rates
- Have diverse needs
- May need adaptations to the environment, curriculum, teaching and assessment

Our teaching staff respond to pupils' needs by:

- Providing curricular and pastoral support
- Creating an inclusive classroom
- Promoting a *Growth Mindset* to encourage resilience, self-reflection and independence as a learner.
- Creating a safe learning environment whereby all pupils can learn effectively.

Identification, Assessment and Provision

Alvechurch Middle School is committed to early identification of all our pupils needs and adopts a **graduated response**(assess, plan, do and review) to ensure that all our pupils are making expected progress and are achieving in line with predicted performance indicators.

We would expect that the majority of our pupils would make expected progress within the provision which is 'ordinarily available' through quality first teaching in the context of a differentiated curriculum in the classroom setting.

Where it is determined that a pupil is **not** making expected progress, despite having accessed a differentiated curriculum, in-class support and/ or intervention, parents will be informed and involved in the decision to place their child on our 'Additional Needs Register' and identified as SEN. The action to formally identify a pupil with SEN, is to ensure that effective provision is put in place and so remove any 'barriers to learning' and secure successful outcomes for the individual pupil.

Criteria for exiting the Additional Needs Register

Pupils will be removed from the Additional Needs Register where:

Agreed outcomes have been met and sustained over two terms.

Pupils' progress meets national expectations or has closed the gap in progress with his or her peers.

School, parents and other relevant agencies working with the pupil all agree that the desired outcomes have been met.

The support to meet the needs of a pupil identified with SEN at Alvechurch Middle School consists of a four part process:

Assess

Plan

Do

Review

This is an on-going cycle to enable the provision to be refined and revised as needed, in light of evaluating the impact of intervention, in supporting the pupil to achieve good progress and expected outcomes.

ASSESS

On entry, AMS will assess each pupil's current level of attainment, using a range of baseline assessment tools, in order to ensure that pupil builds on his/her prior learning and attainment.

The school uses the following approaches to screen for pupils who may have 'additional needs'

- Close scrutiny of entry data
- Evidence of previous teacher assessments/observations
- Pupil progress data compared to National guidance on expected outcomes
- Standardised screening and assessment tools.

If a pupil, on transfer to AMS, has an indentified special educational need, this information is shared with all staff in the form of an Individual Overview Map. (stored in staff shared area-SEN)

Pupil SEN transfer information provides a starting point for the development of an appropriate curriculum within our own setting.

PLAN

Once a pupil has been identified as having SEND, their subject teacher (Literacy/Numeracy) and the SENco will carry out diagnostically a more

detailed analysis of the pupil's needs. The analysis will take into account the following information and inform the pupil's Individual Provision Map (IPM)

- Teacher assessment and knowledge of the pupil
- The pupil's previous progress and attainment
- The pupil's social and emotional development in comparison to their peers
- The views of the parents/carers
- The views of the pupil
- Advice/ recommendations from external support services if relevant

DO

The class/subject teacher will remain responsible for working with the pupil on a day-to-day basis, taking into account the pupil's needs as outlined in his/her Provision Map. They will work collaboratively with teaching support staff in planning and delivering an appropriate curriculum and assessing the impact of targeted support and intervention on pupil progress.

Subject staff will provide regular feedback on pupil progress to SENco/SLT to judge the effectiveness of provision linked to intervention/in-class support.

Review

All interventions will have clear expected learning outcomes identified, linked to baseline assessments used. They are delivered by either teaching support staff or specialist subject staff as part of our Wave 2/Wave3 provision. All interventions are closely monitored by Senco/SLT to judge impact and effectiveness and to inform the planning of subject staff for the 'next steps' in a pupil's learning.

The outcomes of interventions are reviewed regularly with parent/carer, pupil, SENco and Lead TA for Inclusion, drawing also on feedback from subject staff.

Involving External Specialists

If, despite targeted school-based intervention, a pupil continues to make less than expected progress, specialist advice may be sought. The school will always involve parents in the decision and obtain their permission to discuss their child with an outside agency.

Specialist Services include:

Educational Psychology

Child and Adolescent Mental Health Services (CAMHS)

Specialists for children with visual impairment

Specialists for children with hearing impairment

The physical disability team (Chadsgrove Outreach)

Learning Support Team

Speech and Language

Occupational Therapy

Physiotherapy

Requesting an Education, Health and Care Assessment

A request will be made by the school to SEN services if the pupil has demonstrated significant cause for concern, despite adopting a graduated response to meeting his/ her needs.

SEN services will be given information about the pupil's progress over time and will receive documentation in relation to the pupil's needs and other action taken by the school including resources and special arrangements put in place.

The evidence will include:

Individual Education Plans/Provision Maps

Records of regular reviews and outcomes

Records of child's health and medical history where appropriate

National Curriculum attainment levels in numeracy and literacy

Assessments from an advisory specialist teacher or Educational Psychologist

Review of Statements for Special Needs

All Statements/EHC's will be reviewed at least annually with parents, the pupil, the LA(if appropriate) 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/EHC.

The annual review should focus on what the pupil has achieved as well as setting new targets with clear outcomes for the coming year.

The transfer review held in year 7 is significant in preparing the pupil for his/her transition to high school. Key personnel are invited to attend in order to support the pupil's smooth and successful transition.

Pupils who currently have a Statement of Special Needs will have a Transfer Review meeting. At this meeting, the LA will consider whether the pupil's Statement will transfer to an EHC plan. Worcestershire LA is currently arranging these meetings on a rolling programme. School will inform parents when a meeting is scheduled.

Transition Arrangements:

Links with our feeder First and High Schools is strong. We work closely within our pyramid to review SEND policy and practice in our schools.

Our aim is to ensure the smooth transition of our SEND pupils by engaging in communication around the needs of those identified pupils to enable schools to plan for effective provision at the earliest opportunity.

At Alvechurch Middle School, we have created a Transition Toolkit to support the most vulnerable of our pupils and to offer them a graduated induction into their new school environment

Resources and training

The Headteacher, along with the SENDco is responsible for the operational management and deployment of delegated funding and resources to support the Special Needs provision in the school. The Headteacher informs the Governing Body of how the SEN funding has been deployed. The Headteacher and SENDco meet annually in the first instance to agree on how to use the funding directly related to support pupils with Statements/EHC plans and monitor and review regularly.

Teaching and non-teaching staff may, where possible and appropriate attend SEND and Inclusion training or visit schools with a specific expertise in inclusion.

The SENco will ensure that the staff is kept up-to-date with developments in SEND and Inclusion through staff meetings and/ or in-service training days or additional training opportunities.

Particular support will be given to Newly Qualified Teachers (NQT) or other new members of staff. The SENco is available to all staff for advice in developing strategies to support individual pupils.

The SENco completes an annual audit of staff training needs/ SEN resources linked to the school's Performance Management cycle and Subject Development Plans.

Monitoring and Evaluation of SEND

A review of policy and practice linked to SEN provision at Alvechurch Middle School is reviewed annually.

The effectiveness of the SEN provision will be reported to the Governing Body at least on an annual basis whereby the Headteacher in consultation with the SENco will present the SEN Information Report. The findings of this report will be reported to parents and the school community. The annual SEN information Report is located on the school's website.

The success of the school's SEND policy is measured by the quality of education received by individual pupils and progress made in relation to their individual baseline assessment, linked to numeracy and literacy and other indicators such as attendance rates.

The SENco meets regularly with the Headteacher and SLT to review policy and practice with regard to Special Educational Needs.

The success of the school's SEND policy and provision is evaluated through:

Regular monitoring of classroom practice by SENco, Curriculum Co-ordinators, SLT.

Worktrawls

Analysis of pupil tracking data linked to pupil progress and attainment

Value Added data

Pupil/parent/staff feedback linked to the reviewing of pupil Provision Maps/IEP's/Annual reviews of Statements or EHC's

Lower absenteeism of pupils with SEND

School's Data Dashboard

School Development Plan

Quality of OFSTED reports

Dealing with complaints

When a parent/carer has cause for concern about SEND practice in school, they should in the first instance contact Mrs Sharon Sweeney, SENDco. If the matter is not resolved, they should then contact the Headteacher, Mr David Snell and have recourse to the Governing Body. The school's SEND Governor is Mrs Gwen Onyons.

Under SEN Code of Practice 2014, parents may seek advice on resolving disagreements with the LA and school through an independent mediation service.