



Special Educational Needs And Disability Policy 2021

Special Educational Needs Co-ordinator:

Mrs Sarah Richardson

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0191 349 9538

Mrs Richardson has completed the National Award for Special Educational Needs.

The Special Educational Needs Co-ordinator attends the Senior Leadership meeting once every half term.

The school governor for Special Educational Needs is Mrs L Healey

SEND Policy

Every teacher at Marden Bridge Middle School is a teacher of every child, including those with Special Educational Needs.

This policy was developed at a point of change at Marden Bridge Middle School. The new Code of Practice in September 2014 required changes to the policy and practice of all teachers.

The policy has been shared with the Senior Leadership Team, governors and parents.

Our Aim

At Marden Bridge Middle School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with special educational needs meet the definition of disability, but this policy covers all of these pupils.

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils with a disability have special educational needs if they have any difficulty accessing education and if they need any educational provision to be made for them, in addition to, or different from what is normally available in school.

The specific objectives of our Special Educational Needs policy are:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met
- To ensure that pupils with special educational needs and disabilities have access to all of the activities on offer at school
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of their child's special needs and communicate effectively with parents
- To ensure that pupils are allowed to express their views and are involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate
- To provide a Special Educational Needs Co-ordinator who will work with the Special Educational Needs and Disabilities inclusion policy
- To work within the Special Educational Needs and Disability Code of Practice 2014
- To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.
- The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in needing it.

The Special Educational Needs Co-ordinator is Mrs Sarah Richardson. A member of the Governing body takes a special interest in Special Educational Needs although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs or disabilities and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the Special Educational Needs and Disability Act of 2001. Parents or carers seeking admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Strategy is appended to this policy.

Identification and Assessment of special educational needs

There are four broad categories of need identified in the Special Educational Needs and Disabilities Code of Practice 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical needs

While these four areas broadly identify the primary area of need for children with special educational needs, at Marden Bridge Middle School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Other factors which are not Special Educational Needs but may impact on progress and attainment are:

- disability
- attendance and punctuation
- health and welfare
- English as an additional language (EAL)
- Receiving the pupil premium FSM 6, looked after children and children of servicemen/women

A graduated approach to Special Educational Needs support

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014.

Identification of need will take place through a variety of means. The typical process is:

PLAN:

Concerns expressed by form teacher, subject teachers, parent/carer



Special Educational Needs Co-ordinator is made aware of concerns



DO:

Special Educational Needs Co-ordinator and class teacher discuss strategies and resources to address the concern

The class teacher uses strategies with Special Educational Needs Co-ordinator's support over 6 week period,



REVIEW:

Special Educational Needs Co-ordinator and class teacher review what progress has been made. A decision is then made as to whether further intervention is needed. The use of standardised assessments may be necessary and possibly assessment by specialist personnel where required.

Provision for pupils with Special Educational Needs will be initially met by quality first teaching in a classroom situation. Teachers will be made aware of relevant needs and advice will be given about appropriate strategies. The Special Educational Needs and Disabilities notice board in the staff room holds information for all teachers. Any necessary information is shared with all staff. Teachers and the Special Educational Needs Co-ordinator work together to provide for pupils with special educational needs.

In the case of specific learning difficulties pupils may receive some specialist teaching in small withdrawal groups, or in 1:1 situations. The school will also act upon any concerns from previous schools or outside agencies. Results from standardised tests may also be a reason for intervention from class teachers and the Special Educational Needs Co-ordinator.

The Special Educational Needs register

The Special Educational Needs Code of Practice 2014 states that pupils are identified as having special educational needs if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The decision to place a child on the Special Educational Needs register is taken by the Special Educational Needs Co-ordinator after the relevant steps have been taken. The school adopts a plan-do-review graduated approach which required teachers to work with the Special Educational Needs Co-ordinator to provide for Special Educational Needs pupils and then assess the outcomes. Outside agencies will be contacted when necessary. Parents will also be made aware when their child is on the Special Educational Needs register and when they have been removed. The register is revised every half term.

The Special Educational Needs register will, as stated above, list all of the pupils who are receiving support that is **additional and different** to those of other pupils.

Pupils exit the Special Educational Needs register when they are no longer receiving this support.

Pupils who are deemed as Low Ability will also be closely monitored and tracked by the Special Educational Needs Co-ordinator and subject teachers to assess where additional and different interventions need to be put in place and for how long.

Managing pupils' needs on the Special Educational Needs and Disabilities register

Parents are made aware of any concern immediately and pupils either at a parents' meeting, parents' evening or by telephone/email if a need arises at another time of the year. Pupils are involved with the decisions and planning of additional needs through completion of a 'one-page profile'. The graduated approach rolls on a 6 week or half term basis. Parents and pupils are kept up to date with all decisions and suggestions.

Provision/action that is additional to or different from that available to all will be recorded on a Learner Profile. This will be written by the Special Educational Needs Co-ordinator or Learning Support Assistants with the support and advice from teachers, pupils, parents/carers. It may also involve consultation and advice from external agencies such as Child and Adolescent Mental Health Services, Speech and Language, Language and Communication Team or Educational Psychology Services.

The individual Learner Profile will set outcomes for the pupils and will detail:

- the short term outcomes set for the pupil (based on the objectives and recommendations from individual Special Educational Needs statement if pupils have one)
- the strategies to be used
- the provision to be put in place
- The member of staff responsible for the provision and recording of the outcomes and collation of evidence-initially the class teacher and also the Special Educational Needs Co-ordinator and Learning Support Assistants.
- When the plan is to be reviewed-typically half a termly.

Parents and pupils will participate in the review process.

If, despite significant support and intervention at this level, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals such as Child and Adolescent Mental Health Services, Speech and Language, Language and Communication Team or Educational Psychology. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have Education Health Care Plans, progress and support outlined in their plan will be reviewed annually and a report provided for the local authority.

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. The school receives regular visits from various teams such as:

- Educational Psychologist service
- North Tyneside Dyslexia team
- Language and Communication team
- Occupational Therapy
- Child and Mental Health Services (CAMHS),
- HIVE (health, information and advice, virtual school and emotional wellbeing) team.

<https://nthive.org.uk/>

Other agencies may be required as specific needs are identified.

Parents are made aware immediately if any outside agencies are being considered when the school cannot provide the necessary support.

The school's level of provision is decided by several members of staff- Special Educational Needs Co-ordinator, class teachers, Learning Support Assistants and Senior Management where appropriate. The areas of provision can be found on the school's SEN Information Report which is accessed via the school's website. There is a link to the North Tyneside's Local Offer on the Marden Bridge Middle school website. The school's SEN Information Report is updated regularly by the Special Educational Needs Co-ordinator and is accessible for all. The Local Offer is a directory of agencies the school works with, department information and procedures.

One page profiles are used for all pupils with Special Educational Needs. These can be accessed by any member of staff and are written with the pupils. They also have a copy at home.

SEN School Support Plans are used to show all of the provision that a pupil is receiving and at what level. It is a working document which shows how this provision is working and documents data, evidence and assessment. If attainment and progress, are not improving through School Support Plan, the SENCo will collate information to apply for an Education Health Care Plan.

Training and resources

Staff are audited at the beginning of the year to identify training needs and areas of interest that staff would like to receive training in. This is also dependent on pupil needs. The Special Educational Needs Coordinator will advise the Senior Leadership Team if there is a Special Educational Needs training opportunity which would benefit all staff. The Special Educational Needs Coordinator will update the whole staff on any significant changes and pupil information. The Special Educational Needs Coordinator decides on any training needs of Learning Support Assistants. Training needs are included in the Special Educational Needs and Disabilities action plan each year.

Transition

The transition of Special Educational Needs pupils has to be handled with particular care. The transition from Year 4 to Year 5 is the responsibility of the Head of Year 5. The Special Educational Needs Coordinator will liaise with other Special Educational Needs Co-ordinators to build up a profile of new pupils. Year 4 pupils with Special Educational Needs will visit at least twice (in addition to 2 transition days directed by the Local Authority) before they start school in September. Learning Support Assistants also meet with other Learning Support Assistants and Teaching Assistants to share the information which is vital for the transition.

In some cases pupils may attend Marden Bridge over a period of weeks, taking part in lessons to reduce the stress of transition. Year 8 pupils with Special Educational Needs will visit High Schools at least 3 times in addition to the 2 transition days before they attend in September. In both of these cases, the pupils will visit during 'social' times in the school day. Pupils will be given the use of an iPad to record images of buildings, people and significant places so they can build a profile before they start school. The Special Educational Needs Co-ordinator will organise these meetings and attend with the pupils. The relevant Learning Support Assistants also attend and parents are involved.

Pupils are made aware of their new form teacher 2 weeks before the end of the term in July and the Special Educational Needs Co-ordinator will organise meetings with individual pupils to discuss new teachers, timetable, classrooms and settings. Parents will also be told this information.

Roles and responsibilities

Special needs governors need to:

- know current legislation;
- take part in any policy changes and decision-making;
- be available to visit the school during the working day;

- show concern for staff and pupils by taking an active role in department meetings, informal parents meetings and attending staff training sessions;
- report back to other governors regularly;
- develop a mutually supportive role with the Special Educational Needs Co-ordinator.

Special Educational Needs Learning Support Assistants' roles are defined by their job descriptions. These are of different levels. Their line manager is the Special Educational Needs Co-ordinator.

The Child Protection Officers are:

Mrs Alyson Hall
Mr Jonathon Instone
Mrs Kerry Fairman
Miss Talya Walker

The member of staff responsible for the managing Pupils Premium is:

Mr Jonathon Instone

Storing and managing information

Pupils' files are stored in the Special Educational Needs resource room in a locked filing cabinet. They need to be accessible by the Special Educational Needs staff at all times during the school day. All files are returned after they have been used and confidentiality is maintained at all times. Some data is stored on the school's SIMs which all staff must be able to access to gain information about pupils. Any paper information which is no longer relevant is shredded. Any information that is received or sent to other schools is done via secure email, paper copies through courier service or personally delivered.

Complaints procedure

The school's complaints procedures are set out in the school prospectus. If there is a problem, parents are advised to discuss this with the pupil's form teacher/Head of Year/Special Educational Needs Coordinator in the first instance. Where this cannot be resolved by the usual procedures parents may request independent disagreement resolution. The school will make further information available on request.

The school will make parents of pupils with special educational needs aware of SENDIAS (The Special Educational Needs and Disability Information, Advice and Support Service). Parents of any pupil identified with may contact SENDIAS for independent advice and support.

The Parents information board in school also advertises agencies for support.

This policy will be reviewed on an annual basis. It will be reviewed by the Special Educational Needs Co-ordinator, Senior Leadership Team and governors. Parents are involved as their views are recorded throughout the year and during the 3 parents' evenings that the Code of Practice dictates. Any ideas, requests and complaints will be taken into account when the policy is reviewed.