



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

September 2020

Special Educational Needs and Disability (SEND) Policy

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 2014 (Updated January 2015) and has been written with reference to the following guidance and documents:

- *Equality Act 2010: Advice for Schools DfE 2013*
- *Children and Families Act 2014 (Part 3)*
- *Statutory Guidance on Supporting Pupils with Medical Conditions 2014*
- *The National Curriculum 2014 at Key Stages 1 and 2*
- *Safeguarding and Child Protection Policy and Keeping Children Safe in Education (KCSiE) September 2020*
[Keeping Children Safe in Education 2020](#)
- *The school Accessibility Plan*
- *Anti-Bullying Policy*
- *Teachers Standards 2012*
- *E-Safety Policy*
- *Behaviours Policy*
- *Curriculum Policy*
- *Prevent Policy*
- *PSHE and RSE Policy*

This policy acknowledges the obligation to provide a broad, balanced and suitably challenging curriculum for all pupils. The Governors of Marchant-Holliday School value the abilities and achievements of all its pupils and are committed to providing, for each pupil, the best possible environment for learning and social and emotional development.

The policy was developed in accordance with the following key principles:

- All teachers believe that all pupils can achieve their very best
- All pupils have a right to a broad and balanced curriculum
- All pupils should share in all aspects of the life of the school day
- The school, pupils and parents should work in close partnership in securing the best outcomes

Introduction

All the pupils at the Marchant-Holliday School have special educational needs. They all have an Education, Health and Care Plan (EHCP), which emphasises complex social, emotional and behavioural needs. These needs are related to conditions such as autistic spectrum disorder (ASD), Asperger syndrome, attention deficit hyperactivity disorder (ADHD), oppositional defiance disorder (ODD), obsessive-compulsive disorder (OCD) and attachment disorder. In many pupils, comorbidity exists.

Social, emotional and behavioural needs are supported and managed through the twenty-four hour curriculum, Positive Behaviour Support (PBS) accredited by BILD, the SEND Assessment Coordinator and Care Team.

In addition to these needs pupils often have a diagnosis of a specific learning difficulty (SpLD) such as dyslexia and dyscalculia. Pupils often arrive at the school with unidentified specific learning difficulties. Behaviour issues frequently mask these needs. Pupils may also have speech and language or occupational therapy needs identified on their statement. These needs may not have been identified. These issues make up pupils' additional needs and it is the role of the SENCo, SEND Assessment Coordinator and classroom teachers to support these additional needs. We recognise that learning difficulties may result in low self-esteem, a feeling of failure, an un-willingness or refusal to attempt class work and ultimately to aggression and/or withdrawal.

Very often, pupils and their families have faced multiple exclusions, experienced specialist units or provision that has failed, and prolonged periods without any formal education provision. This often presents as a 'gap' in academic, emotional and social development leading to atypical age related progress.

Definition of SEND

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. Children have a learning difficulty and /or a disability if they have:

- a significantly greater difficulty in learning than the majority of children of the same age. Special educational provision is additional to or different from that made generally for other pupils of the same age
- a disability, which prevents pupils from making use of school and educational facilities of a kind generally, provided for children of the same age. A disability is a 'physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities' (Equalities Act, 2010)

Policy Aim

The aim of this policy is to remove or reduce barriers to progress for SEND pupils by making reasonable adjustments in order to increase access to the curriculum and the environment, enabling and encouraging pupils to have high expectations and aspirations for their future. This also includes significant social and emotional support in order to access their learning.

Objectives

- To identify and support the changing needs of all pupils at Marchant-Holliday School all of whom have an EHCP on admission. All pupils have a Personal Education Plan (PEP).
- To work within the guidance provided in the SEND Code of Practice 2014, January 2015 updated April 2020 under Part 3 of the Children and Families Act 2014
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- To provide Quality First Teaching (QFT) in order to support all pupils within the classroom and wider school environment
- To record, monitor and assess outcomes that inform the assess, plan, do and review cycle (APDR) for each pupil and inform and update the school improvement plan
- To recognise, additionally fund and support pupils who are at times in need of a higher tier of individualised support above the standard school offer.
- Allocate Pupil Premium funding to 'higher need' pupils e.g. additional commissioning of Local Authority Traded Services for Educational Psychology, Speech and Language Therapy, counselling and Play Therapy etc.
- To ensure that teachers are responsible and accountable for the progress and development of their class pupils through quality first teaching
- To provide advice and support for all staff working with pupils at Marchant-Holliday School
- Where pupils are not making expected progress, whether that be academically, emotionally or socially, to provide strong whole school support and timely interventions in order to support progress and learning
- To develop strong relationships with parents, carers and placing Local Authorities in order to further help support their children
- To include pupils in discussions and decisions about their education and well-being

Key staff

SENCo and Designated Teacher – Dr Neil Fortune (NASENCo Award)

Email: deputyhead@marchant-holliday.co.uk

Deputy Headteacher and SMT Advocate for SEND – Dr Neil Fortune

Designated Safeguarding Lead – Mrs Yvonne MacCallum

SEND Governor – Mrs Wendy Tolson

SEND Assessment Coordinator – Mrs Ali Lewis

The Role of the SENCo and SEND Assessment Coordinator

The role of the SENCo and SEND Assessment Coordinator is:

- To assess every pupil within two weeks of entry to the school using standard base-line tests, to ensure that the additional needs of a new pupil other than those contained within the EHCP are identified and supported.
- To maintain a register of pupils with Special Educational Needs
- Provide help and advice to staff responsible for providing for a pupil's additional special needs
- To support the writing of an individual pupil's Personal Education Plan (PEP) in conjunction with the class teacher
- To carry out/put in place any recommendations from the pupil's EHCP via the individual Provision Map
- To liaise with outside agencies e.g. Speech and Language Therapy (SAL) and Occupational Therapy (OT) in establishing individual programmes for pupils
- To provide a calm, friendly, well organised and quiet environment
- To carry out individualised work with pupils with more severe and complex learning needs
- To support the development of phonic skills, literacy and numeracy
- To assess or re-assess pupils before their Annual Review to provide up to date
Baseline assessment data
- To hold three annual Pupil Outcomes meeting involving class teacher and Keyworker in preparation for the Annual Review. Key points arising from the discussion are passed to the Senior Management Team
- To host and contribute to Annual Reviews by written report and/or attendance as appropriate.

Assessments undertaken by the SEND Assessment Coordinator

On admission, the send Assessment Coordinator and SENCo will undertake a series of standardised baseline assessments include:

- NFER Neale Reading Accuracy and Comprehension Test
- Single Word Reading Test (GL assessment)
- Single Word Spelling Test (GL assessment)

- TALC – Test of Abstract Language and Communication
- YARC – York Assessment of Reading and Comprehension
- Boxall Profiling – classroom staff
- Phonic Screening

If a pupil's scores are near to their chronological age and it is evident that there are no significant additional needs in order to access a differentiated curriculum, individual needs are recorded in Individual Pupil Outcome Plans (IPOP). A classroom based one page synopsis, a Teaching and Learning Plan is used to facilitate individualised planning between the class teachers and teaching assistants. From September 2020, all pupils will have a classroom level Personal Education Plan (PEP) with a key focus on core knowledge in Numeracy, Literacy and Phonics. If there is a significant discrepancy between the pupil's chronological age and their base-line scores then additional diagnostic information is used to enable a suitable teaching programme to be developed.

Allocation of Individual Support Sessions by the Lead Practitioner for Learning and SEND Assessment Coordinator

Pupils are allocated individual sessions in the Assessment Coordinator room based on the findings of the assessments outlined above. These pupils may have:

- a specific learning difficulty (dyslexia, dyscalculia and screening)
- reading accuracy or comprehension weaknesses
- weak spelling
- delay in gross motor development and/or in fine motor skills
- common speech problems (e.g. articulation of sounds such as f,v,th)
- poor receptive or expressive language skills, delayed pragmatic language skills
- Social and Emotional needs/Socially Thinking (Garcia-Winner)

Where a pupil exhibits significant developmental co-ordination problems then a referral can be made to Occupational Therapy services. Similarly, if a pupil exhibits significant problems with speech and language then a referral is made to Speech and Language Therapy services. The school has a designated Speech and Language partner that works with the school throughout the year.

The number of individual sessions a pupil has with the SEND Assessment Coordinator is decided on need throughout the school year. The SENCo and SEND Assessment Coordinator uses the pupil's EHCP, baseline information and their professional judgement to determine the individual programme. An individual's needs are continuously monitored with a review each term and the individual support programme adapted accordingly.

A Graduated Response to SEND support (Appendix 1).

All of the pupils at Marchant-Holliday School have an Education, Health and Care Plan. The SEND Code of Practice describes four broad areas of need as well as self-help and independence.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory
- Self-Help, Independence and Keeping Safe

The school admits boys with EHCPs predominantly with social, emotional and mental health needs (SEMH). However, in most cases need is complex and often includes the other main categories of need to differing extents. Pupils with a current EHCP receive Wave 4 support within the SEND Code of Practice. Placement at MHS on a plan reflects a failure to make progress in other settings.

The school operates an Assess, Plan Do Review (APDR) cycle to review support and update the SEND register. Pupil Progress Meetings are held each term with three provision reviews each year one of which is the Annual Review. Class teachers, Key Workers, parents and pupils all contribute to the review process. As a result, strategies are updated and support arrangements changed the following term

Pupils who are not making expected progress either academically or socially and emotionally are referred to a 'Higher Needs Team' which consists of the Deputy Headteacher, Head of Care and the Deputy Head of Care and the SEND Assessment Coordinator .

Further details of SEND provision and the school offer can be found in Appendix 1. The local offer provided by the placing Local Authority can be found on their individual websites. These are currently (2020-21):

- Somerset
- North Somerset
- Wiltshire
- Dorset
- Bath and North East Somerset
- North Somerset
- West Berkshire
- Cornwall
- Surrey

Pupil evidence and lesson observation – Quality First Teaching

A culture and system of support for staff and pupils through pupil observation that provides school wide reflection and CPD for staff in making sense of the complex needs and demands of our pupils across the 24 hour curriculum .

As a consequence outcomes for pupils our pupils may include:

- Being more confident,
- Developing resilience
- Finding joint creative solutions
- An opportunity to listen to the views of our pupils
- Pupils being positively engaged and inspired
- Personalised de-escalation
- Developing strategies for self-regulation
- Greater self-esteem
- An opportunity to discuss school and learning through discussion and classwork
- To celebrate success at every opportunity
- Develop independence
- Develop skills that enable pupils to work with others

Higher Needs Team observation foci:

- Planning, marking, moderation individualised provision and progress
- Implementation of EHCP and recommended provision within the classroom
- Referrals from Higher Needs Team meetings. Classroom interactions with peers and adults, self-esteem/ Anger Management and well-being.
- Behaviour management and personalised de-escalation. Transition points between Time Apart and Learning

Storing Recording and Managing Information

Pupil information is retained and managed in school under the guidance from the Information and Records Management Society contained in the Records Management Toolkit for Schools Version 4 2012.

A pupil or their nominated representative have the legal right to see their file at any point during their education and even until the record is destroyed (when the pupil is 25 years of age or 35 years from date of closure for pupils with special educational needs). This is their right of subject access under the Data Protection Act 1998.

It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

Information is passed to other educational establishments and professionals either by password-protected or encrypted documents or without identification of the child's name.

Dealing with complaints

Complaints with regard to special educational needs and disability should be addressed to the Headteacher and/or Special Educational Needs and Disability Governor. A copy of the Complaints Procedure can be obtained from the school office.

Next Review Date July 2021

Appendix 1 - Marchant-Holliday School Local Offer 2020-21

	Staff Involved	Provision	Key Documents APDR	Intervention and Support
Specialist Provision	<ul style="list-style-type: none"> - Headteacher - Head of Care - Deputy Headteacher/SENCo/Designated Teacher - Head of Pupil and Staff Development - SEND Assessment Coordinator (SAC) 	Outside Agencies: <ul style="list-style-type: none"> - SALT - Social Care - Educational Psychology - Occupational Therapy - CAMHS - Paediatrician/GP/NHS - Specialist Assessment Teams - Local Authority SEND Teams - Off-Site Provision - Cognitive Baseline Testing (In-school) - Specialist Assessment (In-school) 	<ul style="list-style-type: none"> - Annual Review (X1) - APDR (Min 3) - EHCP Outcomes Tracking (x3) - Professional Reports - CP and Safeguarding (closed circulation) - Placement documentation - Transition Plans - Standard 20 Care Inspection - Positive Behaviour Support Data Analysis 	<ul style="list-style-type: none"> - Outcome Tracker Reviews - Annual Review & Recommendations - Implementing professional report recommendations - Transition and Placement Planning - Professional Services (Traded)
Additional Provision	<ul style="list-style-type: none"> - Curriculum Lead Practitioner - Head of Care/Deputy Head of Care - Care Leads 	<ul style="list-style-type: none"> - APDR Cycle 3x a year - QFT - Curriculum Lead Practitioner - Extended Classroom Provision - Off-Site Provision e.g. Forest School - Curriculum Lead Practitioner Provision - Numeracy Screening - Phonics Screening - Writing Assessment data - Reading Stage data (NC Wordlists) - Boxall Profiles - SpLD Assessments (external) 	<ul style="list-style-type: none"> - Teaching and Learning Plan - IBPRA (Risk Assessment) - Outcomes Tracker - Boxall Profile - ICP - IPOP (EHCP Tracking) - School Report (3x a year) - Personal Education Plan (PEP) 	<ul style="list-style-type: none"> - CPD for Classroom Teams - Mentoring for Classroom Teams - Pupil Support in/out of class - Subject Leadership support - Observation/Support - Learning Outside of the Classroom (LOtC) - Moderation - Mentoring - CPD
Universal Provision	<ul style="list-style-type: none"> - Class Team - Care Team - Keyworker - Specialist Curriculum staff 	<ul style="list-style-type: none"> - APDR Cycle (3x a year) - QFT/assessment/moderation - Planning Cycles - Extended Classroom Provision - Curriculum Lead Practitioner - Subject Leadership 	<ul style="list-style-type: none"> - Teaching and Learning Plan - IBPRA - Outcomes Tracker - Boxall Profile - ICP - Personal Education Plan (PEP) - IPOP (EHCP Tracking) - School Report (3x a year) 	<ul style="list-style-type: none"> - Subject Leadership - Support for class teams - Observation/Support - Moderation - Mentoring - CPD

