

# NEW MILLS SCHOOL & SIXTH FORM

## SPECIAL EDUCATIONAL NEEDS POLICY

Revision	Authorised by	Date	Adopted by	Date
Draft	M Simms	April 2013		
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	June 2016	Includes Parent consultation

Signed: .....M Cole.....  
CHAIR OF GOVERNORS

Dated: .....21/07/2016.....

# Special Educational Needs Policy

## Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There is a SEN Code of Practice 2015 that accompanies the Children & Families Act legislation. More information about that can be found here:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

## Aims

At New Mills School we believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We aim to work in close partnership with parents/guardians who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the effective education of other children and the effective use of resources by providing opportunities which extend skills, knowledge and confidence with appropriate levels of support.

## Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum to meet the needs of children with special educational needs and ensure that targets set are specific, measurable, achievable, realistic and time related;
- To involve children in the identification and review of the targets set and where necessary those targets identified in their Individual Education Plans;
- To work in partnership with, and involve, parents/guardians of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them; and
- To work in partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

## **Roles and Responsibilities**

### **Governors' Role**

The Governing Body of the school will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the effective education of the children with whom they are educated, and the effective use of resources.
- Have regard to the Special Educational Needs Code of Practice 2015 when carrying out its duties towards all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Have a written SEN policy containing the information set out in the Educational (Special Educational Needs) (Information) (England) Regulations 1999 and the SEND Code of Practice 2015.
- A Governors' SEN Information Report is published on the school website, containing information as stipulated in Schedule 1 of 'The Special Educational Needs and Disability Regulations 2014'
- The school prospectus and website includes the name of the person responsible for co-ordinating SEN provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- The quality of SEN provision is continually monitored;
- The SEN policy is made available via the school website.

In addition, as part of our Equal Opportunities policy we take all steps necessary not to discriminate against disabled children in our admissions arrangements, or in the education, exclusion and associated services provided by the school for our students.

- For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- It cannot show that the particular treatment is justified.

## **SENCo's Role**

Currently, the Special Educational Needs Co-ordinator (SENCo) is Ms Jo Winterbottom who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEN policy;
- Providing advice to staff supporting, liaising with them and making them aware of the targets set for each child;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress. This includes advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person;
- Co-ordinating the range of support available to children with special educational needs;
- In conjunction with the class teacher liaising with parents/guardians of children with special educational needs;
- Manage the deployment of Teaching Assistants across the school;
- Ensuring that records detail each pupil's special educational needs and the special educational provision made are maintained and kept up to date;
- Promoting each pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;

## **Arrangements for co-ordinating provision for children with SEN**

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully included within their class, and that their learning experiences are appropriate to their needs. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant or SENCo and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

## **Admission and Transition Arrangements**

Normal admissions arrangements apply. The admissions policy is based on the agreed Derbyshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support from LA currently funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Funding will be allocated on the basis of the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils. Personal budgets are allocated from the local authority's high needs funding block under the new framework and New Mills School will continue to make SEN provision from its own budgets, even if a pupil has an Education Health Care Plan (EHC plan).

New Mills School will co-operate and liaise with parents and other educational providers to ensure that students with SEN have appropriate support and preparation for each transitional phase of their education, including preparation for adulthood and independent living. This may involve the support of local agencies such as the Multi-Agency Team.

New Mills School will co-operate with the LA and local partners in the development and review of the local offer.

Any variation to the above will need to be agreed by the full governing body.

## **SEN Support**

### **Broad Areas of Need**

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and interaction;
- Cognition and learning;
- Behavioural, emotional and social development;
- Sensory and/or physical.

Our first response to any identified attainment issue is high quality teaching targeted at their areas of weakness. Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/guardians determine that a child is not making adequate progress, the class teacher will consult the SENCo. They, in conjunction with the child and parents/guardians, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through SEN support.

### **Identification and Assessment Arrangements and Review Procedures**

The school follows the guidance contained in the Special Educational Needs Code of Practice 2015. These recommend a graduated approach – 'Assess, Plan, Do, Review'

#### **Assess**

In identifying a child as needing SEN support the subject teacher (or form tutor or Year manager), working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the subject assessment, teacher observations, details of previous progress and attainment, as well as the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Any parental concerns will be recorded and compared to the setting's own assessment and information on how the pupil is progressing.

## **Plan**

Where it is decided to provide a pupil with SEN support, parents will be informed and where appropriate give information about the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

## **Do**

The Year Manager, Form Tutor and subject teachers, as appropriate, will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

Termly progress checks will be used to review pupil's progress.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo and Higher Level Teaching Assistants (HLTAs), should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in schools.
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents/guardians, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents/guardians and the child the next strategy for action. This may involve engaging the child in an appropriate programme as part of our provision. Any provision made and the progress made by the child will be discussed at parent evenings or through our normal channels of communication with parents.

Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum levels significantly below those of his/her peers we will involve external support services provided by the LA and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education, Health and Care (EHC) plan.

### **Education, Health and Care Plans**

New Mills School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan. The school will admit any child that names the school in an EHC plan and will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's needs significantly change.

When reviewing an EHC plan we will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

### **Criteria for evaluating the success of our policy**

The policy will be evaluated against the objectives stated on page 2 by:

- An analysis of all teachers' planning by subject leaders/headteacher/SENCo ensures that a differentiated approach is taken and that the individual learning objectives are identified and reflected in planning.
- Parents/guardians are involved with individual targets set with children by discussing, receiving and having their views recorded;
- Children are involved in discussing, constructing, reviewing and having their views recorded;
- Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded and are involved in their development;
- The School Improvement Plan priorities, which include the provision for SEN.

## **Complaint Procedure**

If parents/guardians have a complaint concerning provision for their child, they should discuss this with the class teacher/tutor. If this proves unsuccessful the matter should be referred to the SENCo and/or Headteacher. Should the matter still be unresolved the parents/guardians should contact the 'responsible person' on the governing body (details form school reception). If the complaint remains unresolved the Chair of Governors (currently Ms Maggie Cole) should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

## **Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision the SENCo, with the Headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEN provision.

## **Links and Use of Outside Agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs, ensuring that their physical, emotional and social needs are provided for. Where it is necessary to contact outside agencies, the SENCo will usually make the necessary arrangements and discuss with parents/guardians accordingly. These agencies normally include the educational psychologist, the MAT team especially around transition from one key stage to another, speech therapist, hearing specialists, behaviour support team, CAMHS, health and LA personnel. Any or all of these agencies may be involved in the Provision Map and/or construction, delivery or review of targets in order to ensure children's attainment is raised. We will produce an information leaflet which shares with parents a flow chart of actions and processes when outside agencies are involved in assessment or interventions, and information about the level of service from the Education Psychology Service that the school buys into and what that means. It will also contain information about who should be contacted, how and in what circumstance.

## **Partnership with parents/guardians/children**

Parents/guardians are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/guardians' contribution to their child's education is valued highly by the staff of the school. Parents/guardians are encouraged to involve their child in the decision-making processes, including recording children's views. The school will also ensure that parents have access to updated relevant information. There will be a group meeting every term for parents to work with SENCo to get to a good practice model of communication by the end of the coming academic year. There will also be an informal drop-in and support group for parents on a monthly basis.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the School Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children



with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

### **Links with other Schools, Agencies including the voluntary sector**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local feeder primaries where necessary. Children are invited to visit us for education visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCo and teaching assistants to aid a smooth transition.

Liaison from Y6 to Y7 ensures a smooth transition. Staff from New Mills School visit local primaries and specialist staff from the Learning Support Facility also maintain close liaison which continues into Y7.

The School's Learning Support Team consists of the following staff:

Jo Winterbottom	SENCo
Amanda Wilson	Team Leader Teaching Assistant
Lorraine Chatterton	
Sarah Cohen	
Patricia Eager	
Patricia Hadfield	
Alison Ironside	
Anne Stuart	
Frances Turner	
Waheeda Vora	
Julie Williamson	
Maureen Monaghan	
Karen Tomlinson	