



Monkseaton Middle School

SEND Policy

September 2019

SEND Coordinator: Yvonne Devine
SEND Governor: Stuart Boswell + Allan Lacey
Date for Review: Sept 2020

Introduction

Monkseaton Middle School is a fully inclusive school that ensures all students achieve their potential: personally, socially, emotionally, physically and educationally. The progress of all students in school, whether they are designated as having additional needs or not, is of paramount importance to us. It is an expectation that all classroom teachers provide a learning environment where all students can thrive. Classroom materials and tasks are fully differentiated and/or modified to ensure they meet the needs of all our students and a strong emphasis on Teaching and Learning ensures we look for ways to engage all our students in the learning process.

Regular data entries/progress checks allow us to monitor the progress of all students and identify at an early stage any students who are struggling; as well as celebrating success with those who are doing particularly well.

Parents and carers are considered an important part of the learning process and we encourage you to contact us at any time if you have any concerns about your child's learning. It is best in the first place to contact the Form Tutor if you feel your child is struggling; they will discuss any concerns with you and agree a plan of action; if appropriate they will liaise with the Special Educational Needs and Disabilities Coordinator (SENDCo) Yvonne Devine.

Aims

The aims of this policy are:

- To ensure that every student with special educational needs and/or disabilities has maximum opportunity to progress and reach their potential.
- To create an environment that meets the special educational needs of each individual child in order that they can achieve their full learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil's requirements, but identifying training needs and accessing appropriate continuing professional development.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals, as well as parents/carers.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum, providing a broad and balanced education.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure the school is working within the guidelines and inclusion policies, outlined within the most recent Special Educational Needs Code of Practice (January 2015).
- To support the identification of children with SEN and Disabilities and provide support to ensure that their needs are met

In addition, the Governing Body, when making provision for students with SEND at Monkseaton Middle School will support in:

- Ensuring that there is a named governor, with responsibility for the support of pupils with additional needs: Stuart Boswell + Allan Lacey.
- Ensuring that the best possible provision is made for every student with SEND;
- Determining the role of the SENDCo and Learning Support Assistants in relation to the leadership and management of the school;
- Determining the key responsibilities of the SENDCo and monitoring the effectiveness of the SENDCo in undertaking those responsibilities;
- Ensuring that all staff are made aware of the importance of identifying and making provision for all students with SEND;
- Ensuring that parents are notified of any decision to make SEND provision for their child;
- Ensuring that students with SEND and/or disabilities are able to join in the activities of the school together with students who do not have SEND or disabilities, so far as is reasonably practical within the planned curriculum and available resources;
- Ensuring that all staff are made aware of the special educational needs and / or disabilities of all students in their care;
- Ensuring that all staff are aware of the SEND policy of the school and of how to work appropriately with all SEN and disabled children;
- Having regard to the SEN Code of Practice (January 2015) when carrying out its duties toward all students with SEND;
- Reporting to parents on the implementation of the School's SEND policy.
- Ensuring that the SEND policy is reviewed, in timely fashion- at least on an annual basis, but more often, as required by changes to legislation, staffing, etc.

Implementation

The school has regard to all the requirements of the SEN Code of Practice (January 2015).

- The SEN Code recognises a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

Identification and assessment

Where students are identified as 'struggling' with accessing the curriculum (this may be brought to the teacher's attention by staff, parents or the child themselves), difficulties will be explored and where appropriate interventions will be put into place. These may include, but are not limited to:

- small group or 1:1 withdrawal
- paired reading
- numeracy interventions
- individual programmes of study
- homework support

At this stage, parents/carers will be notified and, where appropriate, be invited into school for an informal discussion. These students will be brought to the attention of staff to allow them to plan and prepare appropriately. Students who continue to fail to make appropriate progress, despite intervention, will receive a range of more intensive support from within school resources in addition to possible referral to external agencies.

Where appropriate students will be offered access to the following:

- small group withdrawal to support literacy/numeracy difficulties
- specific programmes of support e.g. dyslexia support programme, Lexia.
- 1 to 1 or small group sessions to address issues relating to Social, Emotional and Mental Health (SEMH) needs

- development of a SEND Support document outlining current difficulties and strategies for support.
- access to an alternative curriculum where appropriate
- referral to external agencies including the Educational Psychology Service
- family support- this may be in the form of an Early Help Assessment, particularly if it is felt an Education, Health and Care Plan or statutory assessment may be necessary.
- a named key worker.

At this stage, parents/carers will be invited into school to discuss and contribute to any plans made for their child at this time and will then be updated on progress. Staff will be made aware of continued difficulties and will be provided with a range of appropriate strategies to support the student in the classroom.

Those students who are identified as in need of extra support and who have failed to make progress despite further more intensive interventions, may be put forward for a formal statutory assessment of their needs within or across the following categories.

- **Communication and Interaction:** Those students with speech, language and communication needs that prevents them accessing the curriculum fully or restricts their communication with others
- **Cognition and Learning:** Those students whose literacy/numeracy fall on the lowest percentile scores and who are failing to access the curriculum
- **Sensory and/or Physical Needs:** Those students who have specific needs that restrict access to the curriculum including those students who require additional ongoing support or equipment
- **Social, Emotional and Mental Health difficulties:** Students failing to match the emotional and social development milestones of their peers or whose mental health is a significant barrier to their learning.

To support requests for statutory assessment school will:

- gather historical data and information to support statutory assessment
- facilitate the work of the Educational Psychology Service and other professionals to produce the necessary reports
- facilitate the production of reports by other external agencies e.g. Speech and Language Team
- liaise with parents and carers to ensure clarity and understanding of the process
- work with the student concerned to ensure they understand the process
- produce all necessary paperwork to the required timescale.

If school is successful in its request for Statutory Assessment we will ensure:

- support indicated on the EHCP is put into place
- written objectives are taken into account when determining appropriate curriculum provision and support
- regular reviews of progress including statutory reviews will be carried out.
- all staff are made aware of the outcome of the statutory assessment and its implications within the classroom
- if alternative provision is indicated parents/carers and children are supported with transition to the new provision.

Tracking progress

Students who have SEND are in contact with Form Teachers on a daily basis, allowing us to monitor progress, identify any problems early on and intervene appropriately.

In addition teachers, led by the SENDCo, will:

- Hold regular departmental staff meetings to discuss students' progress.
- Liaise with teaching staff on a regular basis.
- Track and monitor progress for those students receiving specific interventions.
- Monitor progress and effort following data entry.
- Analyse SAT examination results.

Transition

We work in partnership with other education providers to ensure that students make a successful transition to the next stage of their learning, through careful and coordinated planning of the transition.

We provide the following support to students when they are leaving Monkseaton Middle School:

- transition planning to begin in Year 7 and revisited in Year 8 during review meetings.
- access to the North Tyneside SEND support team at planning meetings.
- visits by prospective High School establishments to discuss courses and support.
- Supported visits to alternative education providers where appropriate.

Working with other professionals

As a school we recognise the importance of working with other professionals to ensure we fully meet the needs of our students, these include the following external agencies

- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Speech & Language Team (SALT)
- Language and Communication Team.
- Dyslexia Referral Team (DRT)
- Sensory Impairment Team
- Front Door service
- Young Carers team
- SST (School Support team)
- REHLAC (Looked after children)
- CAMHS (Child and Adolescent Mental Health Service)
- School Health Advisor
- Early Help Team
- YOT (Youth offending team)

In addition to any other relevant and appropriate agency to support the needs of the child.

Staffing Arrangements:

The SENDCo is Yvonne Devine, who is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy;
- Liaising with and advising fellow teachers;
- Managing the HLTA and Learning Support Assistants;
- Coordinating provision for students with special educational needs and/or disabilities;
- Overseeing the records of all students with SEND;

- Liaising with parents of students with SEND;
- Contributing to the training of staff.
- Liaising with external agencies, including educational psychology services, medical, social services and voluntary bodies.

For each registered student who has SEND, the SENDCo will:

- Identify the student's SEND.
- Co-ordinate the making of SEND provision for the student which meets those needs.
- Monitor the effectiveness of any SEND provision made for the student.
- Secure relevant services for the student where necessary.
- Ensure that records of the student's SEND are kept up to date and the provision required to meet those needs is maintained.
- Liaise with and provide information to parents/carers of the student on a regular basis.
- Ensure that, where the student transfers to another school or educational institution, all relevant information about their SEND and the provision made to meet those needs is conveyed to the Headteacher and / or SENDCo within the new setting.
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Support teaching and other learning support staff who work with students who have SEND in meeting the needs of the pupils, through effective training and monitoring.

Support staff

- A team of 6 support staff (3 full time and 2 part time), alongside a Higher Level Teaching Assistant, are trained to support students with a wide variety of needs; all support staff have a particular interest area or area of expertise and where possible we try and match support staff to the students with whom they can make the most impact.
- All support staff have expertise in working with vulnerable children and those with severe emotional and behavioural difficulties.
- Support staff may work:
 - in class
 - within the Learning Resource Centre (Room 10).
 - delivering 1:1 and small group interventions.
 - during social times providing support for vulnerable learners.
- Support staff
 - act as Key Workers for designated students to track and monitor progress and liaise with staff and parents/carers
 - have access to training to update and further their knowledge and expertise.
 - differentiate work, for students, where appropriate, in lessons.

Students with a physical disability or medical need:

Monkseaton Middle School is fully accessible to students with physical disabilities or medical needs.

- level access to the front and rear of the building.
- 2 wheelchair accessible toilets.
- a well-equipped medical room is available for use.

Admission Arrangements

Monkseaton Middle School's admissions are managed by the school's Admission Policy.

Monitoring, Evaluation and Review

How the governing body evaluates the success of the education which is provided for SEND children

- School Improvement plan presented at Governors' Meetings.
- Provision Mapping (audit of need and planning for support).
- SEND policy reviewed on an annual basis or sooner, as required.
- Analysis of SAT examination results (eg ASP).

In addition the governing body will monitor the work of the Learning Support Team through:

- Regular reports from the Headteacher and/or the SENDCo;
- Regular discussions between the SEND governor and SENDCo

Arrangements made by the governing body relating to treatment of complaints from parents of students with SEND concerning the provision made at the school

Any complaints should, in the first instance, be directed to the Headteacher. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Headteacher he/she has the right to refer the matter to the Governing Body.

Dissemination and Implementation:

This policy will be distributed to all teaching and support staff electronically, is available from the school office and is published on our website.

All new staff will receive access to a copy of the policy, together with basic training on the school's Child Protection Policy and procedures from the Designated Safeguarding Lead.