

# **SEN policy and information report**

## **Walton Priory Middle School**



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## 1. Aims

Our SEN policy and information report aims to:

- ) Set out how our school will support and make provision for pupils with special educational needs (SEN)  
Pupils who are identified as having SEN are supported in a variety of ways.
- ) Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- ) Explain how our pupils are given high expectations to achieve across the academic curriculum and socially with peers.

## 2. Legislation and guidance:

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- ) [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- ) [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- ) A significantly greater difficulty in learning than the majority of others of the same age, or
- ) A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

The SENCO is Mr. Mark Townsend (Assistant Headteacher)

They will:

- ) Work with the Headteacher, Assistant Head responsible for inclusion and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- ) Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- ) Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- ) Advise on the graduated approach to providing SEN support.
- ) Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- ) Be the point of contact for external agencies, especially the local authority and its support services.
- ) Liaise with previous schools of pupils and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- ) Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- ) Ensure the school keeps the records of all pupils with SEN up to date.

### **4.2 The SEND Governor- Mrs. Gillian Jefferies**

The SEN Governor will:

- ) Help to raise awareness of SEN issues at governing board meetings
- ) Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- ) Work with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Headteacher**

The Headteacher will:

- ) Work with the SENDCo and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- ) Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher and form tutor is responsible for:

- ) The progress and development of every pupil in their class
- ) Working closely with other teachers involved in teaching pupils and teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- ) Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- ) Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- )] Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- )] Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulty
- )] Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- )] Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry by the use of an Early Intervention Manager, which will build on previous settings and Key Stages, where appropriate. The SENDCo/Early Intervention Manager will offer meetings with previous school SENDCo's and parents prior to entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- )] Is significantly slower than that of their peers starting from the same baseline
- )] Fails to match or better the child's previous rate of progress
- )] Fails to close the attainment gap between the child and their peers
- )] Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- )] Everyone develops a good understanding of the pupil's areas of strength and difficulty
- )] We take into account the parents' concerns
- )] Everyone understands the agreed outcomes sought for the child
- )] Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Regular 'drop-in' sessions are held for parents to make appointments to discuss concerns with the SENDCo.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- )] The teacher's assessment and experience of the pupil
- )] Their previous progress and attainment and behaviour
- )] Other teachers' assessments, where relevant

- ) The individual's development in comparison to their peers and national data
- ) The views and experience of parents
- ) The pupil's own views
- ) Advice from external support services, if relevant

The assessment will be reviewed regularly- interim reviews are held half termly and IPP's are formally reviewed at the end of each term. The front page of IPP's are used to share essential information regarding the teaching and supporting of the individual pupil. As part of the review process pupil and parents views are sought.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

As we are a middle school we have transition from Key Stage 2 to Key Stage 3 which is enhanced by the use of an Early Intervention Manager to examine SEN need at an early stage. The pupils in Key Stage 2 are taught following a primary school model with a main class teacher. However Key Stage 3 follow a secondary school model with subject specific teaching. In Key Stage 3 the form tutor oversees the pupils IPP's (Individual Pupil Plan) ensuring all staff involved are aware of a pupils targets or needs.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils are all offered the opportunities to have transitions sessions prior entry. Those pupils, who through consultation with previous settings or parents, who are seen to need additional visits, are offered them.

We will work with receiving schools when our pupils are moving on to support their transition.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

For some pupils, with moderate learning difficulties, in Key Stage 3, they are taught by specialist Teaching Assistants for Math's and/ or English in a smaller group.

In Key Stage 2 pupils may be taught in smaller groups for math's and/ or English and be overseen by the Early Intervention Manager who will establish SEN need at an early stage.

Groups in both key stages are reviewed on at least termly basis looking at progress which has been made.

We will also provide the following interventions:

- ) Beat Dyslexia
- ) Daily diary
- ) Precision teaching
- ) I am unique
- ) Lego therapy
- ) On track math's
- ) Numicon
- ) Word Blaze Spellings/Fresh Start English
- ) Socially speaking
- ) Touch typing
- ) Gross and fine motor skill support
- ) Speech and language therapy when directed by a speech therapist

## **5.7 Adaptations to the curriculum and learning environment**

We have a reasonable adjustments list for all classes

We make the following adaptations to ensure all pupils' needs are met:

- ) Individual pupil's needs are documented by Individual Provision Plans. These are written and reviewed by class/ form tutors, in conjunction with pupils, SENDCo and parents, on a termly basis.
- ) Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- ) Adapting our resources e.g. Enlarging for visually impaired pupils
- ) Using recommended aids, such as coloured exercise books, coloured overlays, visual timetables, larger font, etc.
- ) Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- ) We have height adjustable tables where needed and a disabled toilet cubical
- ) As we are on one level and have ramps outside we are able to facilitate pupils in wheel chairs.

## **5.8 Additional support for learning**

We have an Early Intervention Manager and an Assistant SENDCo who work under the direction of the SENDCo managing the day to day support of SEN pupils.

We have 5 teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when they have an EHCP or a specific need where an intervention is specific to them.

Teaching assistants will support pupils in small groups when they have similar learning or special educational needs.

We work with the following agencies to provide support for pupils with SEN:

- ) Entrust
- ) Educational Psychology
- ) Autism Outreach Team
- ) Health professionals including Occupational Therapists, Physiotherapists, Speech Therapists, CAMHS
- ) Behaviour Support

## **5.9 Expertise and training of staff**

Our SENCO has many years of experience and has worked across the county in a variety of roles involving Special Educational Needs.

He is fully supported by a very experienced Assistant SENDCo and Early Intervention Manager to manage SEN provision on a daily basis.

Support staff receive training throughout the school year focusing on different interventions and their delivery.

Where a child needs specific support training will be sought from outside agencies.

Staff will access training courses that are offered through Entrust including termly updates, which the SENDCo/Assistant SENDCo attends.

## **5.10 Securing equipment and facilities**

We have a SEN budget which is used to provide consumable resources such as coloured exercise books and coloured paper to be photocopied on.

The budget also pays for new resources and intervention packages to meet the needs of pupils across the schools SEN population.

We also buy into Entrust Education Services.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- ) Reviewing pupils' individual progress towards their goals each term
- ) Reviewing the impact of interventions after 6 weeks or half a term
- ) Using pupil questionnaires
- ) Monitoring by the SENDCo and Assistant SENDCo and Early Intervention Manager
- ) Using pupil progress meetings to discuss progress
- ) Reviewing termly progress in math's ,reading and writing
- ) Holding annual reviews for pupils with EHC plans
- ) Regular meetings are held between the SEN Link Governor and the SENDCo.

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

No pupil is ever excluded from taking part in any activity because of their SEN or disability.

## **5.13 Support for improving emotional and social development.**

We provide support for pupils to improve their emotional and social development in the following ways:

- ) Pupils with SEN are encouraged to be part of the school council
- ) Pupils with SEN are also encouraged to take part in lunch time or after school clubs to promote teamwork/building friendships etc.
- ) A homework club is available after school every night. SEN pupils who find working at home a challenge are encouraged to stay so that they can receive support and keep school and home life separate.
- ) Pupils with social and emotional needs are supported by the Assistant SENDCo and Inclusion Assistant.

We have a zero tolerance approach to bullying.

## **5.14 Working with other agencies**

We send communication out to parents regarding out of school clubs and respite activities through Action for Children.

Where other agencies work with a child, parental permission is always sought and parents are kept informed of what has happened.

## 5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the form tutor/ class teacher in the first instance. They will then be referred to the school's complaints policy where a meeting with the SENDCo will be held.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- ) Exclusions
- ) Provision of education and associated services
- ) Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents of pupils with SEN

Parents who feel that they would like to receive support for agencies outside of the school are encouraged to contact Parent Partnership.

Parent Partnership Address: 13 Lichfield Rd, Stafford ST16 2LG

**Phone:** 01785 356921

## 5.17 Contact details for raising concerns

Mr Townsend, Mrs Bowen (Year 5) and Mrs Hallows are available to meet via appointment to discuss any concerns. Appointments need to be made through the school office.

## 5.18 The local authority local offer

Our contribution to the local offer published here:

<http://www.waltonpriory.staffs.sch.uk/about-us/sen>

Our local authority's local offer is published here:

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Mr. Townsend every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- ) Accessibility plan
- ) Behaviour
- ) Equality information and objectives
- ) Supporting pupils with medical conditions