



Beacon for Life

Walton Priory Middle School
A Beacon for Life

Special Educational Needs & Disability Policy

Mr Toby Kemp
SENDCo
Inclusive Learning Department

This policy should be read alongside the schools
Information Report

Rationale

Walton Priory Middle School promotes inclusive education for all its pupils. We believe that Quality First Teaching (QFT) will address the needs of the majority of pupils in our school. The class teacher will provide high quality teaching, differentiated resources and in-class intervention. We fully acknowledge that pupils with specific needs should be given equal opportunity to access a broad and balanced curriculum. If required, we will make reasonable adjustments to meet the physical, emotional and intellectual needs of our pupils. We listen to the voice and views of all parents, carers and pupils to ensure that learning is progressive and skills are developed and embedded for the future.

Definition

A pupil has SEN if:

‘...their learning or disability calls for special educational provision namely different from or additional to that is normally available to pupils of the same age’.
(SEN Code of Practice 2014)

SEN Categories

- Communication and Interaction;
- Cognition and Learning;
- Social, Mental and Emotional Health;
- Sensory and/or Physical.

Roles and Responsibilities for SEND

Name	Position	Responsibility
Mr T Kemp	SENDCo and Associate Assistant Headteacher	B Ed (Hons) PGcert Specialist Teacher (SpLD) PGcert SEND Coordination All matters relating to SEND and inclusion.
Mrs S Bowen	Early Intervention Manager and KS2 Teacher	B Ed (Hons) SENCO in previous schools Experience of working with pupils with English as an additional language KS 2/ 3 Teacher
Mrs S Hallows	Assistant SENDCo	ASD pupils, KS2 literacy and numeracy intervention Lead interventions in Social, Emotional, Mental Health Visually Impaired support First Aider, HI support, Dyslexia, Dyspraxia, Children’s mental health champion, OT intervention
Mrs C Castree	Teaching Assistant	Business degree KS2 literacy & numeracy

		intervention, Hearing Impaired support Cover supervisor
Mrs L Tinsley	Teaching Assistant	Literacy & numeracy KS2 intervention Hearing Impaired support First Aider ASD Lunchtime supervisor
Mrs J West	Teaching Assistant	History & RE degree, KS2 literacy & numeracy intervention First Aider Fresh Start
Mrs K Webster	Teaching Assistant	KS2 Literacy and numeracy intervention ASD Physical disability support
Miss B Richards	Teaching Assistant	SEND Degree VI Support
Mrs C Bourne	Teaching Assistant	1:1 Support

Aim

We deliver a broad and balanced curriculum to prepare our pupils for lifelong learning. We aim to remove the barriers to help SEND pupils achieve the highest possible standards of academic achievement. We work with parents and outside agencies in supporting pupils with SEND. We listen and take heed of what SEND pupils and their parents/guardians say about their learning experience.

Objectives

The needs of SEN pupils will be met through the following:

- Standardised assessments for reading and maths to identify pupils' needs as early as possible;
- Further diagnostic assessment is carried out in the first half term to identify specific need or learning preference;
- Monitoring, tracking and evaluating provision for SEND pupils;
- Keeping detailed records such as Individual Provision Plans, Pupil Preferences, Provision Maps, Pupil Passports and an up-to-date Provision List;
- Effective intervention strategies to suit the specific learning preferences of the pupil;
- Effective reading programs which ensure that the majority of pupils with SEND are functional readers by the end of Key Stage 2;
- That parents are consulted on a regular basis;
- That all pupils of SEND are entered for and gain achievement in public examinations;
- That SEN pupils are encouraged and become involved in the extra-curricular life of the school.

Identifying Special Educational Needs

The importance of early identification is paramount and cannot be over emphasised. We endeavor to be as fully informed as possible about our pupils before they commence Year 5 and during their time at the school. This is achieved by:

- The appointing of an Early Intervention Manager to identify, assess and implement SEN provision at Year 5.
- Contact with feeder schools in the summer term to gather data and information with regard the individual needs of the pupil;
- Teaching and non-teaching staff highlighting a pupil as a concern will be acted upon with the pupil being assessed by the SENDCo;
- Parental concerns will be taken seriously and acted upon accordingly which may lead to identification of a special educational need.

Managing provision for pupils with SEND

- The Provision List is reviewed termly and updated accordingly;
- Parents are contacted when there is a change of intervention for their child;
- Parents/guardians of pupils with Statements or Education, Health & Care Plans are invited to a yearly review to discuss the needs of their child in accordance with statutory requirements;
- Parents/guardians of pupils with SEND are invited to a termly drop-in-day to discuss their child's provision and progress;
- Pupils with SEND and those below age related expectations are supported through targeted intervention either by the SEND team or outside agencies.
- The school complies with its duties under the 2010 Equality Act and will make reasonable adjustments to ensure that pupils with a medical condition or disability are fully supported in the learning environment including school trips;
- The school nurse makes regular visits to the school to meet and work with pupils that require medical aid.

Monitoring and Evaluating SEND provision

- Regular department meetings are held with the SEND team to discuss the progress of *all* pupils receiving intervention;
- All interventions – academic and social/emotional – are scrutinised by the SENDCo;
- Half-termly, the SENDCo evaluates intervention and reports to the Senior Leadership Team (SLT) on the progress pupils make;
- The governing body report to parents annually on the school's SEND provision;
- The SEND policy is reviewed yearly and adjusted accordingly.

SEND training for staff

- To maintain the quality of SEND provision, staff are encouraged to participate in training provided by the school or outside agencies;
- SEND staff are offered opportunities to develop their expertise in an area of special needs;
- Local Authority network meetings are held which the SENDCo /Assistant SENDCo

attend to be current with local and national updates.

Attend – covering all attendance matters

The education welfare Officer has now been replaced by Attend. They support the school in the areas of pupil attendance and pupil welfare. The responsibilities of Attend are:

- Management in response to individual referral of poor attendance;
- Involvement with implementing strategies to promote school Attendance;
- Offering advice about pupil welfare;
- Ensuring that the 'The Education (Pupil Registration (England) Regulations 2006' is adhered to.

Accessibility (to be read in conjunction with the school's Accessibility Policy)

- We make every effort to ensure that all pupils with SEND are given the opportunities to fully participate in school life;
- We endeavor to uphold the school's ethos of providing an inclusive learning environment.

Partnership with parents

The school recognises the importance of good communication between parents and school. Parents provide valuable information regarding their child's needs. The Inclusive Learning Department values the contribution parents give their children in providing support at home to allow the child to reach their potential.

The SENDCo and his team provide parents with information about the services available to support their child's specific needs.

Pupil Involvement

We believe that pupils should have the right to participate in decision making about the provision made to meet their educational needs. Therefore, pupils are:

- Involved in setting targets to support their progression;
- Encourage to understand their responsibility for their own progress;
- Encouraged to attend and contribute to review meetings;
- Informed as to how external agencies play a part in supporting their needs;
- Kept informed of their progress.

Procedures for Concerns

We try our best to support all pupils in our school. All concerns are taken seriously. In the first instance, the Headteacher, Ms Taylor-Potts, is the first point of contact. Any matter raised will be treated in confidence and acted upon in an appropriate manner.