CRANBORNE MIDDLE SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 (January 2015), and has been written with reference to the following guidance and documents:

1. Equality Act 2010: Advice for schools (DfE May 2014).
2. SEND Code of Practice 0 to 25 (January 2015).
3. Schools SEN Information Report Regulations (2014).

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Cranborne Middle School.

The person co-ordinating day to day SEND provision for children/young people is:

Mrs Rebekah Terzaghi
Tel: 01725 517348 option 4
E-mail: rterzaghi@cranbornemid.dorset.sch.uk.

The Governor with oversight of the arrangements for SEND is:

Mrs Sue Whitlock
Tel: 01725 517348 option 4

The school's motto is: "Cranborne Means Success."

This policy was developed in conjunction with governors and staff.

AIMS AND OBJECTIVES

Cranborne Middle School has high aspirations for all pupils, including those identified as having SEND. We strive to ensure that all pupils achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Pupils learn in a variety of ways and they all have strengths and barriers to learning. We ensure that all pupils, including the disadvantaged and vulnerable, as well as the high performers, develop a good attitude to learning and make at least good progress.

AIMS

1. To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all pupils can thrive.
2. To ensure early identification of individuals who need extra help and support and to ensure needs are consistently and appropriately met.
3. To enable each pupil to take part and to contribute fully to school life.
4. To develop individuals' self-esteem.
5. To provide access to and progression within the curriculum.
6. To involve pupils in planning to address and monitor their special educational needs and/or disability.
7. To work in partnership with parents/carers to support pupils' learning and health needs.
8. To provide quality training for staff that helps them to support pupils with special educational needs and/or disability.
9. To ensure the safeguarding of all pupils and to enable them to learn and to grow independently in a safe environment.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and/or disability and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs and/or disability.
4. To ensure that the Special Educational Needs and Disability Co-ordinator (SENDCo) works within the bounds of this policy.
5. To provide support and advice to all staff who work with pupils with special educational needs and/or disability.
6. To follow the "Assess, Plan, Do, Review" process as outlined in the SEND Code of Practice, 2015.
7. To liaise with parents/carers regarding their child's needs.

ROLES AND RESPONSIBILITIES

The SENDCo will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs).
- Provide professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND 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 (East Locality) and its support services.
- Liaise with potential next providers of education to ensure SEND pupils and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and SEN Governor 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 SEND up to date.

The Governing Body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Cranborne Middle School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy and the SEN Information Report are published on the school website: http://www.cranbornemid.dorset.sch.uk.

ADMISSION ARRANGEMENTS

Cranborne Middle School uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all pupils including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, Cranborne Middle School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Cranborne Middle School liaises with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website www.dorsetforyou.com/local-offer and the School's website, in the SEN Information Report.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. The school is mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide auxiliary aids and services where appropriate as detailed in 'The Equality Act 2010 and Schools – *(May 2014)*'. The school complies with the requirement to support pupils with disability as defined by the Act.

The school has a range of specialist SEND facilities in place:

1. Physical environment: a lift, lighting, wheelchair access, acoustic tiling.
2. Assistive technology.
3. Increased access to the curriculum and assistance during examinations.
4. Hoist facilities and physiotherapy bed.
5. Marked parking bays.

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEND (SEN Information Report) and specific information about how pupils with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for pupils with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The Local Offer website holds a directory of facilities and resources available from many services within Dorset.

DEFINITIONS

A pupil has SEND 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 which is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. We will have an early discussion with the pupil and their parents/carers 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/carers' concerns.
- Everyone understands the agreed outcomes sought for the pupil.
- Everyone is clear on what the next steps will be.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 *(January 2015)* identifies SEND under four broad areas of need (Sections 6.28 to 6.35):

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health difficulties.
4. Sensory and/or physical needs.

There is a clear and concise graduated approach to recognising and supporting pupils with SEND.

The identification criteria ensures information is gathered through a variety of different sources in order to provide as much evidence as possible to inform support for a particular learning need and/or disability. We make use of previous school notes, pupil/parent/carer and staff feedback, book work, progress and attainment levels, reading ages, spelling ages, CAT (Cognitive Ability Test) results and their social and emotional development as observed by the previous provider. If the outcome of this is in line with our identification criteria, we then work closely with parents/carers, the pupil and staff to put the appropriate level of support in place.

A GRADUATED APPROACH TO SEND SUPPORT

Cranborne Middle School has adopted the Waves of Intervention model as their response to the graduated approach for SEN support:

- Wave 1: High quality teaching.
- Wave 2: Intervention at class level (English and maths) and a SEND screener (when appropriate).
- Wave 3: Highly personalised intervention.

All staff are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or other specialist staff. However, additional intervention and support cannot compensate for a lack of high quality teaching.

The majority of the pupils' needs, whether SEN or not, will be met primarily through Wave 1. If, however, it becomes evident that the pupil requires further intervention to close the attainment gap then he/she will receive more targeted intervention (Wave 2), organised by the subject leaders for maths and English in the form of small-group intervention occurring on a weekly basis and lasting for a determined period of time. The SENDCo may also initiate at Wave 2 level a SEND screener (or equivalent) to determine whether the pupil has a specific learning difficulty (SpLD) that is creating a barrier to their learning. If, however, after Wave 2 intervention and/or a SpLD is identified, the pupil has still not made expected progress then they will progress to Wave 3.

Wave 3 will be organised in the form of a SEN Support Plan (SSP). All pupils with an Education, Health and Care Plan (EHCP) will automatically have a SSP actioned. All pupils at Wave 3 level will be added to the SEN register, a non-statutory document, creating a record of those receiving this level of support. Parents/carers of pupils at Wave 3 level added to the SEN register will be notified.

At Wave 3 the school can request specialist involvement for advice where, for example, a pupil continues to make less than expected progress. It is the SENDCo's role to contact a specialist/outside agency and to ensure that what is discussed or agreed is recorded, shared and understood by parents/carers and staff who teach and support the pupil.

Examples of specialists that can be accessed by the school:

- Educational Psychologists (EP)
- Speech and Language Therapists (SaLT)
- Occupational Therapists (OT) and/or Physiotherapists
- School Nurse
- LA SEN Inclusion Team
- Child and Adolescent Mental Health Services (CAMHS)
- Paediatrician.

Where pupils are made subject to an EHCP, the school will work in close partnership with any outside specialist named.

The SENDCo has also developed a very comprehension SEND provision map which outlines the level of support in place for all pupils on the SEND register at Wave 3 level. Also included in the SEND provision map, is a summary of pupils' individual additional needs identified by an outside agency prior to their arrival at CMS. In addition to this, the provision map also holds information about any pupils' individual additional needs identified once they are in situ at CMS. All staff have access to this document.

The SENDCo uses the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for pupils identified with SEND.

Staff monitor the progress of all pupils to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies:

- Attendance and punctuality.
- Health and welfare.
- English as an additional language.
- Pupil Premium.
- Looked After Children.
- Service children.
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND.
- Bereavement and family issues.

MANAGING, ASSESSING AND REVIEWING SEND PUPILS' PROGRESS TOWARDS OUTCOMES IN OUR SCHOOL

Where a pupil is identified as having SEN and/or a disability, is in receipt of an EHCP and at Wave 3, Cranborne Middle School adopts the process of "Assess, Plan, Do, Review" (a four-stage cycle). This method is detailed in the SEND Code of Practice: 0 to 25 (January 2015) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and pupils to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

At the assessment stage of the four-stage cycle, a relevant member of staff 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.
- The pupil's previous progress and attainment.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views.

Once the assessment stage has been completed, the SENDCo, parent/carer, a relevant member of staff and pupil meet and complete the SEN Support Plan (SSP). This is implemented in order to help the pupil to attain the short-term outcomes as identified and is reviewed twice yearly in October and April. Therefore in the arc of one academic year, all stakeholders meet twice in order to review the pupil's progress.

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

An EHCP looks at all of the needs that a child or young person has within their education, health and care. Together, professionals and the family consider what outcomes they would like to see for the child or young person. This plan identifies what is needed to achieve those outcomes. EHCPs will be issued, subject to meeting stringent local authority approval when the special educational needs of a child cannot be reasonably provided for with resources and strategies within the mainstream school. The Department for Education has stated that a child or young person who currently has a Statement of SEN will convert to a new EHCP.

External professionals are approached for advice in planning and implementing provision where required.

Outcomes as outlined in the EHCP automatically are transferred over to the pupil's SSP to ensure that all actions are implemented and the desired outcomes are met.

CRITERIA FOR REMOVING PUPILS FROM THE SEN REGISTER

In consultation with parents/carers, a non-EHCP pupil will be considered for removal from the SEN register when they have made sustained, good progress such as:

- The pupil betters the previous rate of progress and has sufficiently closed the attainment gap between them and their peers of the same age and met all short-term outcomes as desired.
- A pupil's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained.
- Additional SEN provision is considered to be no longer required to ensure this progress is sustained.

A pupil removed from the SEN Register may then have their needs met at either Wave 2 or Wave 1 level. For some pupils it is possible that they dip in and out of additional support throughout their school experience. Parents/carers are consulted at each stage and notified if support is provided or when it ceases.

A pupil with an EHCP follows the statutory guidance for ceasing an EHCP as set out in the Code of Practice, 2015. The ceasing of an EHCP is determined by the local authority where a pupil no longer requires the special education provision as specified in the EHCP.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records are held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Cranborne Middle School works within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE December 2015). We comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Cranborne Middle School is expected to make reasonable adjustments in order to accommodate pupils who are disabled or have medical conditions. (See Cranborne Middle School's policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

Cranborne Middle School is committed to ensuring that parents/carers have confidence in the arrangements for pupils on entry to our school, in the year-to-year progression, and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education.

Entry to School:

1. Liaison with current school via SENDCo.
2. Planning of meetings and extra pupil visits where necessary.
3. Ensuring that any appropriate medical training is delivered by medical professionals to staff at Cranborne Middle School.

Year-to-year progression:

4. Information passed to Year Leaders.
5. Whole staff awareness of strategies and provision required to meet individual needs.

Exit and transition to next phase:

1. Liaison with future school via SENDCo.
2. Planning of meetings and extra pupil visits where necessary.

TRAINING AND RESOURCES

The SENDCo is a qualified Level 7 assessor of SpLD, Dyslexia. As a school, we are able to draw upon her expertise in this area and use her skill and knowledge if a pupil needs to be assessed for a SpLD. The SENDCo also has experience of working as a SEN advisory teacher for the local authority so she has experience and training in a number of areas of SEND, including sensory profiling, the Attachment theory and children with complex needs. She is able to provide support in resources and programmes of intervention at both Wave 2 and 3 at our school.

The SENDCo initiates and plans whole-school training on specific special needs and this is carried out in conjunction with the Headteacher. The SENDCo also offers support and guidance with differentiation and strategies to improve outcomes for pupils with SEND to individual teachers and departments on a formal and informal basis, as required. The SENDCo is specifically involved in ensuring that high quality teaching for the SEND pupils is appropriate and covers the specific needs of pupils at Cranborne Middle School.

In addition, the SENDCo works closely with the teaching assistants and offers individual support and guidance as required.

Throughout the academic year, all staff have access to the SEN register and SEND provision map.

Training needs of staff are identified through the school's self-evaluation and performance management processes.

All teachers and support staff on taking up a post are made aware of the school's SEND policy and SEN Information Report and are updated regularly on the changes to the SEN register and SEND Provision Map.

New staff meet with the SENDCo who explains the school's practice and procedures regarding SEND.

The SENDCo regularly attends the local authority's SENCo network meetings in order to keep up to date with local and national updates in SEND.

Additional training may also be arranged to support specific medical needs and is arranged in conjunction with medical professionals.

The Governor responsible for overseeing the support of children at school with medical conditions is a qualified doctor.

The Governor with responsibility for SEND in school has received training in special educational needs, equality and diversity, and oversees that all pupils can access activities including those off-site.

SEND INFORMATION

Cranborne Middle School presents its SEND information in three ways:

1. By information placed on the school website: http://www.cranbornemid.dorset.sch.uk.
2. By following the link from the school website to the local authority's Local Offer website.
3. Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request.

The School website has areas designated to SEND and School Policies where all information can be found.

ACCESSIBILITY

Cranborne Middle School publishes its Accessibility Plan on the school website: http://www.cranbornemid.dorset.sch.uk

Further information about our school's accessibility can be found on the local authority's Local Offer.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo.

Cranborne Middle School publishes its Complaint's Policy on the school website: http://www.cranbornemid.dorset.sch.uk

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually.

LINKS TO OTHER RELATED POLICIES

- Supporting Children at School with Medical Conditions.
- Accessibility Plan.
- Equality/Equality Information and Objectives.
- Safeguarding.
- Anti-bullying.

This policy was compiled with due reference to the SEND Code of Practice 2015, the Equality Act 2010 and the Guidance for Educational Providers to the Equality Act 2014.