

# DISABILITY AND SPECIAL EDUCATIONAL NEEDS (DSEN) POLICY

REVIEWED NOVEMBER 2017



**SLT:** Jennie Sidebottom, [mtsjsidebottom@middtech.com](mailto:mtsjsidebottom@middtech.com)

**SENCo:** Mandy O'Fay [mtsmo'fay@middtech.com](mailto:mtsmo'fay@middtech.com)

**Assistant SENCo:** Danielle Tomkins [mtsdtomkins@middtech.com](mailto:mtsdtomkins@middtech.com)

**SEN Governor:** Janet Abbott

**Medical Needs:** Joanne Foster

**Safeguarding Officer:** Adele Hulton

**Contact:** 0161 643 5116

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- Safeguarding Policy

## What is Special Educational Needs?

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:

1. a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
2. b) Have a disability that 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

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

The SEND Local Offer is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Rochdale that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

(For further information search on line for Rochdale's SEN Local offer)

[http://www.rochdale.gov.uk/schools\\_and\\_children/special\\_educational\\_needs/send\\_-\\_the\\_local\\_offer.aspx](http://www.rochdale.gov.uk/schools_and_children/special_educational_needs/send_-_the_local_offer.aspx)

## Vision and Aims for SEND

- To ensure that all students at Middleton Technology School are fully integrated academically and socially, have full access to the National Curriculum and are taught appropriately with regard to their individual needs through quality first teaching and timely intervention.
- That all students make exceptional progress.
- Every student deserves the appropriate level of support to ensure that they are equipped for life in and beyond school.

The school employs Curriculum Tutors, an Assistant SENCo and SENCo. There are 2 rooms with additional specialist provision SEND – My Space and My Space Too (a unit specifically for ASD and ADHD students).

## Objectives for Special Needs Provision

*To achieve the vision and aims for SEND at Middleton Technology School we will:*

- Work within the guidance provided in the SEND Code of Practice 2014.
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- Identify and provide for pupils who have special educational needs, disabilities and additional needs.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion policy.
- Provide support and advice for all staff working with special educational needs to ensure quality first teaching.
- Adopt a person-centred approach when looking at identification and provision for students with SEND.
- Use the four-part cycle (assess, plan, do, review) in line with the SEND Code of Practice 2014.
- Middleton Technology School will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.
- Class and subject teachers will make regular assessments of progress of all pupils. Seeking to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
  - I. Is significantly slower than that of their peers starting from the same baseline.
  - II. Fails to match or better the child's previous rate of success.
  - III. Fails to close the attainment gap between the child and their peers.
  - IV. Widens the attainment gap.
- Progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development of social needs in order to make a successful transition to adult life will also be monitored.
- Quality first teaching will target areas of weakness in the first instance and where progress continues to be less than expected the subject teacher, working with the SENCO, will assess whether the child has SEN.
- Parents and pupils' views will be sought and extra teaching or appropriate interventions will be put in place while information is gathered. Pupil response at this stage will be monitored to help identify their particular needs.

### **There are four broad areas of need:**

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

The school will use a four-part cycle - assess, plan, do and review to work out what action is appropriate for the child. People often have needs that cut across all these areas and their needs may change over time. A detailed assessment will allow a full range of an individual's needs to be identified and not just the primary need.

### **A Graduated Approach to SEN Support**

Where a pupil is identified as having SEN, Middleton Technology School will take action to remove barriers to learning and put effective provision in place, which ultimately supports the pupil in making good progress and securing good outcomes. At this stage parents will be formally notified and a consultation will take place.

All teachers and support staff will be made aware of the child's needs, the outcomes sought, the support provided and teaching strategies or approaches that are required. This will also be recorded on the school's information system.

The subject teachers will retain responsibility for the pupil and will work closely with support staff, 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 and teacher in problem solving and advising on the effective implementation of support.

This graduated approach will allow us to draw on more detailed approaches, more frequent reviews and seek the advice of specialist expertise E.g. Educational Psychologist, RANS, HYM (previously CAMHS) and the Speech and Language Therapist, in order to match the intervention to the SEN of the child.

### **Quality First Teaching**

Wave one of DSEN is qualified as quality first teaching. All children will have the opportunity every day to experience high-quality personalised teaching. Such teaching will be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explaining new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Curriculum Tutors or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Once a teacher has expressed concern about a child, the SENCO records and dates that concern and makes arrangements for the teacher to monitor the child's progress. Once this concern has been registered, the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour, and ensuring any extra help available will be targeted for the child. There will also be informal discussions with the parent/carers at this point so that parents are aware their child is being monitored. If the class teacher is still concerned after a period of monitoring a decision will be made for the class teacher to meet with the parents for consultation about the child's needs. A decision may be reached at the meeting to begin SEND Support.

## Managing Pupils needs on the SEND Register

When it is determined that a child does have SEN, parents will be formally advised of this, and the child will be added to the SEN register at SEND Support (K). The class teacher should provide interventions that are additional to, and different from those provided as part of the school's usual differentiated curriculum offer and strategies.

The triggers for intervention could be concerns raised by the teachers or other concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Have communication and/or interaction difficulties.

Children at this stage should be offered extra support from within the school's resources and reviewed to monitor impact.

## Outcomes

All those working with the child, will be informed of their individual needs, the support that is being provided and any particular teaching strategies/approaches that are being employed. The class teacher is responsible for evidencing the progress according to the outcomes described in the plan and is responsible for monitoring the child's progress on a termly basis. If a child continues to struggle and make limited progress, despite interventions provided by the school, then the child will move to the next DSEN wave of support (wave 2)

At the next wave DSEN of support (wave 2), external agencies and advice are sought, to provide us further identification of support for those students with accompanying strategies. Parents and pupils (where appropriate) are actively involved in this referral process.

At a wave 3 a referral for an Education, Health and Care Plan (EHCP) is made.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Educational Psychologist
- Specialist Outreach services

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Criteria for exiting the SEND Register/List**

As student needs will change throughout their school careers they may be added to or removed from the SEND register according to their level of need at any one time. Parents will be included in any discussions and informed of any changes to their child's status.

### **Monitoring and evaluation**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated and monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **Admissions Procedures:**

Students with an EHCP are assigned a school placement via Rochdale SEN team. This is done as a priority and students will be placed before general admissions opens. If you have any queries regarding this, please ring Mrs Jo Foster (inclusion secretary) 0161 643 5116.

### **Transition to Post 16 Education and Training**

Students with an EHC Plan will have additional transition meetings with their chosen post 16 education providers. This will include visits to the provider, and also the SEN link from the chosen provider attending Middleton Technology to meet the student and to attend their annual reviews so their needs can be written into their plan. Where an Education, Health and Care Plan is put in place, the further education or training provider will be named following discussion with the young person and their family via the review process and consultation with any provider to ensure that they are able to meet the needs of the young person.

## Complaints Procedures

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo in the first instance, followed by the Assistant Headteacher and then Head teacher, who will be able to advise on formal procedures for complaint.

## Medical Register

The Inclusion secretary will update this list annually. The class teacher should inform The Inclusion secretary of all new conditions which are brought to their attention with regard to a child and whether from a letter, a telephone call or by parental interview so that a Care Plan can be written or amended as necessary.

Children who have medical problems will not be placed on the School's Special Needs Register unless they have a EHC Plan for their medical needs, or their condition is significant enough to affect learning achievement or the health safety of themselves or others.

Children in school who have medical problems will be placed on the School's Medical Register.

## School improvements required

1. Rochdale LA/ SEN team to visit and to evaluate accessibility of school provision for physically impaired students.
2. Review access to DSEN facilities.
3. Further training for all Curriculum Tutors to have trained and feedback to all staff on one of the 4 characteristics of DSEN.
4. Incorporate parental views and ensure we are meeting termly to discuss needs.