

Middleton Technology School



SEND

Policy and Provision

“In Pursuit of Excellence”

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) , was written in 2014 and reviewed in October 2016 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
- The National Curriculum in England Key Stage 3 and 4 framework Document Sept2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the School’s SENCO and SEN Governor in cooperation with the Chair of governors, all staff and a working party of parents of pupils with SEND.

(see also Anti Bullying, Equal Opportunities, Safeguarding, Inclusion, Accessibility, Intimate Changing, Supporting Children with Medical conditions in school, Managing Medicines policies)

MIDDLETON TECHNOLOGY SCHOOL

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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:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

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

Vision and Aims for SEND

- Every teacher is a teacher of every child or young person including those with 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 policy has been reviewed in line with the new Special educational needs and disability code of practice: 0-25 years (2014).

The school Department was restructured in September 2012 and this has been strengthened with the implementation of the new Code of Practice. The school employs 12 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.

Identifying Special Educational Needs

Identifying need at the earliest point and then making effective provision improves long term outcomes for the child.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Quality first teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

- 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:

1. Is significantly slower than that of their peers starting from the same baseline.
 2. Fails to match or better the child's previous rate of success.
 3. Fails to close the attainment gap between the child and their peers.
 4. 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, not to fit the child into a category. 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. This SEN support will take the form of a four part cycle (assess, plan, do, review) through which earlier actions and decisions will be revisited, refined and revised with a growing understanding of the pupil's needs and of what ultimately supports the pupil in making good progress and securing good outcomes.

At this stage parents will be formally notified but will already be aware of the cycle due to previous consultations with parent and child.

This graduated approach will allow us to draw on more detailed approaches, more frequent reviews and more specialist expertise, for example: educational psychologist, RANS, CAMHS, Speech and Language in successive cycle in order to match the intervention to the SEN of the child.

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.

Parents will be made fully aware of the support and interventions and, where appropriate plans will seek parental involvement to reinforce or contribute to progress at home.

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.

Quality First Teaching

All children will have the opportunity every day to experience high-quality personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain 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 Teaching Assistants 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.

The quality of teaching is regularly reviewed in school to ensure that all pupils make progress.

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 e.g. Learning and Progress Assistant. There will also be informal discussion 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, within the context of a provision map (see appendix 1). This may include access to our My Space provision and/or Social Groups.

The provision map should include:

- The short term targets set for or by the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Success criteria.

· Outcomes.

This should be shared and reviewed with parents 3 times a year in order to assess how well the child is performing and whether the interventions in place are effective in supporting the pupil to achieve good progress and outcomes.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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 SEND Plus level of support.

At SEND Plus Support level external support services are sought, both those provided by the LA and by outside agencies, and will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new IEPs with fresh targets and accompanying strategies. Support from outside agencies is coordinated by the SENCO. Parents and pupils (where appropriate) are actively involved in this referral process.

Referral for an Education, Health and Care Plan

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.

Further information about EHC Plans can be found via the SEND Local Offer for Rochdale.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Rochdale Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the 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.

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 Statement 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. (See Managing Children with Medical Conditions in School Policy.)
www.sendgateway.org.uk

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.

Transition to Post 16 Education and Training

Young people with a current Statement of Special Educational Needs in year 11 will undergo a transition review. This will be organised with Rochdale Borough Council's SEND Team and is a multi-agency meeting which may include representatives from Further Education or Training Providers, the LA's commissioned provider for the Young People's Support and Guidance Service as well as Health and Social Care. The process takes 14 weeks and the outcome will either be to cease the statement or to put in place an Education, Health and Care (EHC) 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 that is able to meet the needs of the young person. It is expected that

stakeholders will work together to ensure a smooth transition to College or to a Training Provider.

Admissions Procedures:

Please see the general admissions section for advice on how to apply to attend Middleton Technology school. If you have any queries regarding this please ring Mrs Jo Foster or our SENCO Nicola Power.

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.

Reviewing the Policy

This policy will be monitored yearly and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school.

Accessibility – see Accessibility Policy within School Handbook

Bullying – see Bullying Policy within School Handbook

Our provision for SEND pupils is built upon the SEND Code of Practice and the legislation published by the Government. Please use the links below and if you have any questions do not hesitate to contact Nicola Power or Jennie Sidebottom.

<http://www.legislation.gov.uk/ukpga/2014/6/section/69>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

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