



LEARNING & INCLUSION SERVICES GUIDANCE

SEN and Disability Policy

(A framework for schools / academies to use in developing their SEND policy)

Responsible Officer	Contact Details
<p>Senior Advisor, Physical and Medical Needs (Specialist Teaching and Advice)</p>	<p>Tel: 01305 224063 e-mail:</p>

Date: December 2014

Mountjoy School

COMPLIANCE

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

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Head teacher has overall responsibility for Special Educational Needs and Disability in Mountjoy School

The designated teacher responsible for coordinating SEND provision for children/young people is: Helen Farnell. This person is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEN and disability is: T. Scammell

AIMS AND OBJECTIVES

Mountjoy School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children 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.

We aim to

- keep children safe and happy
- Develop communication
- Make school a good place to learn
- Develop spiritual, moral and cultural awareness
- Ensure pupils have fun
- Ensure that everyone develops confidence
- Offer a curriculum that is pertinent to everyone
- Ensure pupils make progress
- Develop learning outdoors and in the community
- Work with parents and other stakeholders
- Develop pupils emotional skills

OBJECTIVES

- To identify and provide for children who have special educational needs, additional needs and complex needs

- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole child, whole school” approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

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 Mountjoy Schools arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The role of the SENCo is currently being developed. Formerly this role fell to tutor staff, who acted as SENCo for their own tutor group. We are now looking at a restructure, which will involve employing a SENCo.

ADMISSION ARRANGEMENTS

Mountjoy School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Mountjoy School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Mountjoy 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.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are 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)’. We comply with the requirement to support children with disability as defined by the Act.

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

- Physical environments (lifts, lighting, wheelchair access, Hydrotherapy pool)
- Assistive technology, Sensory rooms, Eye Gaze
- Increased access to the curriculum and assistance during examinations if needed
- School transport

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children 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 children 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.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Mountjoy School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

Baseline assessments, on-going reviews, close liaison with other stakeholders including Social Care and Health, regular clinics at school, attendance at TACs, employing a FLO Learning needs are managed either by using Annual Reviews or by having an Education, Health & Care Plan (EHCP).

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs

The Deputy Headteacher will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children 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.

[Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, Mountjoy School adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children 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.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

All pupils have either an Annual Review or an Education and Health Care Plan. Alongside this are twice yearly IEP meetings, potentially LAC reviews, TAC meetings where needed and an open door policy for parents to visit and discuss issues or successes with the SLT

STORING AND MANAGING INFORMATION

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

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

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Mountjoy School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Mountjoy School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Mountjoy School's policy on “Supporting children at school with medical conditions”.)

TRANSITION ARRANGEMENTS

Mountjoy School is committed to ensuring that parents / carers have confidence in the arrangements for children 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.

Information on entry to Mountjoy can be found on the Schools website or requested by phoning the School Office

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. These can be sourced throughout the year or agreed in staff members PMRs.

The SENCO will provide information on specific needs for new staff, once the staffing structure has taken place, until that time the Head Teacher and Deputy Head Teacher will..

Schools need to indicate where the SENCO will network for personal training.

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

Governor's access training around their responsibility relating to Supporting children at school with medical conditions throughout the year and via Governor Services

SEN INFORMATION

Mountjoy School presents its SEN information in three ways:

- i. by information placed on the school website which can be found
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. 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. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Mountjoy School publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel 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 SENCO.

Mountjoy School publishes its Complaint's Policy on the school website.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually