



SPECIAL EDUCATIONAL NEEDS POLICY

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Students have a special educational need (SEND) if they have a learning difficulty or disability that calls for additional special educational provision to be made for them.

The St Marylebone CE School (the School) aims to ensure that all students have access to a broad and balanced curriculum and the opportunity to succeed. This is consistent with the School's Church of England ethos. Provision for students with special educational needs will be achieved through the joint efforts of staff, parents, governors, external agencies, specialists and students.

1. Aims of the policy

- Ensure the SEND code of practice guidelines are adhered to
- Identify, assess and meet the need of students with special educational needs
- Facilitate appropriate curriculum pathways for students with special educational needs
- Liaise with support agencies to enhance our provision
- Track and monitor student progress effectively
- Support staff in the creation of appropriate resources and the delivery of differentiated lessons
- Support the inclusion of SEND students in mainstream classes, wherever possible
- Drive a whole school commitment to achievement for students with special educational needs
- Identify students requiring exam access arrangements and ensure the appropriate arrangements are facilitated
- Liaise with the staff of The St Marylebone CE Bridge School in relation to our commitment to share good practice, expertise and resources

2. Context

2.1 The School believes in an inclusive approach to SEND by creating learning environments which meet a diversity of needs and promote overall achievement, within the constraints of its resources.

2.2 SEND students will participate in the curriculum and other school activities alongside those who do not have special educational needs, as far as is appropriate and possible.

2.3 Emphasis is placed upon in-class support and the development of independence.

2.4 Learning support for those with SEND will not interfere with normal access to the entitlement curriculum. Where students are withdrawn from any class or subject, this will be in their best long-term interests, in line with their needs.

2.5 Where withdrawal is required it will be discussed with the Head of Learning, subject teacher, parent, student and SEND Department.

2.6 Active parental involvement will be sought at every stage of the student's learning process. The level of parental involvement will depend on the SEND and key stage of the student.

2.7 The Director of SEND and SENCo are responsible for the overseeing of all provision and staff linked to SEND including Therapists, Learning Support Assistants (LSAs), specialist SEND teachers and external agencies.

2.8 The Director of SEND and the SENCo are the named people responsible for coordinating the day-to-day provision of education for students with special educational needs and for liaison with parents.

2.9 LSAs will liaise with class teachers to ensure students are able to access all lesson materials and content.

2.10 The SEND Staff are responsible for liaising with Speech and Language Therapists (SALTs) to identify, assess and coordinate in class/withdrawal support of students identified with a speech, language and communication need in line with the LA caseload contract.

2.11 The Specialist Dyslexia teacher is responsible for the identification, assessment and coordination of in class/withdrawal support of students identified with Dyslexia and assists in the student assessments for access arrangements (see Access Arrangements Policy).

2.12 The School's Admissions Policy makes places available for students who have a Education Health Care Plan (EHCP), in accordance with the Admissions Code.

3. Identification of students requiring SEND support

Students requiring special educational provision may be identified and needs determined through a number of procedures.

- Where possible a member of the SEND team will attend the Year 6 transition annual review of students who have a statement / EHCP.
- Relevant data is collected from primary schools during primary to secondary transfer.
- Data collected from parents during contact at open evenings/days, initial student interviews or at the New Year 7 Parents' Evening.
- On entry, the English, Maths and Science departments test students and information is circulated to all

departments including the Special Education Needs Department (SEND Department).

- The SEND Department conducts a standardised reading and spelling assessment at the beginning of the academic year for all students in Year 7.
- The SEND Department regularly monitors and responds to the progress of students and concerns that may be raised by parents/caregivers or the student. Individual Education Plans are reviewed yearly.
- Those students identified as having a learning concern will have an initial screening by a member of the SEND team and intervention will be put in place as appropriate. The SEND team will work with teachers to support the preparation and delivery of high quality lessons and resources.
- The SENCo / Director of SEND attends Pupil Achievement and RAS meetings; concerns may be raised via this avenue.
- Concerns and information relative to attainment of casual admissions are obtained from previous schools and through assessment upon entry.
- The SEND Department will liaise with the borough's planning and placement officers where appropriate.
- SEND teachers and any other relevant professionals such as therapists or specialist teachers will observe and support students in mainstream classes as appropriate.
- Referral process:
 - Teachers, parents or students may place a concern with the relevant Head of Year.
 - The Head of Year will then liaise with the student's teachers, complete a referral form and submit it to the SEND Department with information in relation to the concern and any supporting evidence.
 - The student will then be discussed at the weekly SEND meeting and placed onto the referral register where the relevant member of the SEND team will decide on the appropriate actions to be taken.
 - The SEND team will then liaise with relevant staff to implement action, monitor and review progress and arrange further support as necessary.

4. Triggers for intervention

4.1 Response to addressing a student's SEND will be graduated. It will encompass a wide range of strategies with the goal of independent learning. Only when the (lack of) progress of a student continues to cause concern should additional action be taken. Matching provision to address a student's SEND will be a continuous and systematic cycle of data collection, planning, action, review and evaluation to enable students to progress, achieve and develop.

5. Students identified as requiring SEND support

5.1 Additional intervention from the SEND department will be put in place if, despite high quality and differentiated teaching, a student:

- fails to make progress in specific areas over a period of time
- continues working at National Curriculum level substantially below the expected of students of similar age
- has difficulty in developing literacy and mathematics skills
- shows emotional or behavioural difficulties that substantially and regularly interfere with their own learning or that of the class group
- has sensory or physical needs that requires additional specialist equipment or regular advice from a specialist service
- continues to have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- requires the specialist support of an outside agency

This additional support is called "SEND Support" and it has a corresponding code in the School's data systems. Needs will be addressed in the range of ways described in this policy. There is no single formula to meeting a student's need.

6. Students identified as requiring EHCP

6.1 The School will follow the guidelines in making provision for a student with a EHCP as recommended in the Special Education Needs Code of Practice (DFE 2014)

6.2 For a very few students the support provided by the school may not be sufficient to enable the student to make adequate progress. It will then be necessary for the School in consultation with the parents, agencies and professionals involved in supporting the student, to consider asking the Local Authority (LA) for a statutory assessment. The School will be required to gather detailed information about the work and interventions that have already taken place demonstrating that despite focused intervention the student is not making progress and that the progress is significantly behind that of their peers.

7. Provision (please also refer to Appendix 1)

7.1 All members of the SEND team will be responsible for the updating and monitoring of the SEND Referral database.

7.2 The SENCo and Director of SEND will be responsible for maintaining a Special Education Needs Register

7.3 Special education provision for identified students will be documented through the development of a student profile and shared with staff.

7.4 Schools systems and Annual Review meetings will be used to track and monitor student progress.

7.5 The SENCo is responsible for allocating support across the school to meet students' needs using learning support assistants, specialist teachers and therapists as appropriate.

7.6 The Director of SEND and the SENCo will have regular meetings with teachers and Heads of Years to monitor progress as appropriate.

7.7 Teachers working with students appearing on the SEND register in their lessons are expected to be informed about these students' needs and adapt their teaching accordingly. The SEN Department provides advice, guidance and strategies in INSET, in the SEND Strategies document shared with all staff and by working with individual staff or departments.

7.8 The quality of teaching for students with SEND will be monitored in formal lesson observations, learning walks, in teacher training, threshold progression observations and, where appropriate, by members of the SEN Department visiting lessons.

7.9 Heads of Learning review and evaluate the progress of students with SEND in their subject.

7.10 Specialist support such as that of Dyslexia Specialists, Speech and Language Therapists, Educational Psychologist and external outreach specialist teachers will be used as appropriate to support the learning needs of students with SEND.

7.11 Students will be set in some subjects according to the level they are working at. This may include working in small groups according to the students' individual needs

7.12 The SEND department will assess and evidence entitlement to special access arrangements for students taking exams. They will refer to external professionals when further assessments are required.

Refer to Access Arrangements Policy.

7.13 Progress and attainment of SEND students is monitored and / or reported on regularly through data drops, target setting meetings, Annual Review meetings, Parents' Evenings, Academic Review Days and the Examinations Report.

7.14 All departments have access to the SEND policy and engage as appropriate with training, advice and guidance on meeting the needs of students with SEND.

7.15 Parents of students with SEND are kept informed of the School's interventions on behalf of their children as appropriate.

7.16 Students with SEND are made aware of the provision available to them.

7.17 While the School will make every reasonable effort to meet the needs of students with SEND, all provisions must be sustainable and affordable, within the constraints of the resources of the School.

8. Complaints

9.1 Complaints about the School's SEND provision will be addressed through the School's Complaints Procedure:

9. Persons Responsible

- Deputy Headteacher (Safeguarding and Pastoral)
- Director of SEND
- SENCo
- SLT Line Manager for the SEN Department
- SEND Link Governor

This policy is available on request and will appear on the School's website: www.stmaryleboneschool.com

Appendix A: Support Provision

Please see below the sorts of provision students may access at the different stages of SEND. Please note that this is a list of possible provided areas of support or intervention, based on the needs of the students and should not be treated as a checklist.

In Class Support

- Differentiated curriculum (First Quality Teaching)
- Academic Mentoring
- English as an Additional Language (EAL) LSA support or intervention
- Learning mentors
- Homework Clubs
- Catch up clubs
- School Nurse
- Counsellor
- Pastoral team support, close working relationship with the SEND Department

SEND Support

Students would be expected to have access to all services or support mentioned in In Class Support, but in addition they may have access to the following:

- CAMHS
- Access to curriculum supported by LSAs
- Literacy / Maths Intervention Programme via English / Maths Department
- Speech and Language therapist intervention
- Subject withdrawal to receive targeted intervention for a specific identified need by SENCO, teachers or LSAs
- Small group LSA workshop / withdrawal sessions
- Bi Borough outreach support, advice and intervention based on need (VI, HI, ASD, SLCN, OT, Physiotherapy)
- Student profiles providing targets and strategies

STATEMENT FOR SPECIAL EDUCATIONAL NEEDS / EHCP

Students would be expected to have access to all services or support mentioned in SEND Support, but in addition they will have a personalised support plan based on the information and requirements stated within their statement / EHCP

- LSA allocated class support based on the needs of the student and specified within the statement
- Specialist equipment or resources purchased to assist them in accessing school life
- Speech and Language Therapist intervention
- Learning Support Teacher intervention
- Dyslexia Specialist Teacher intervention
- Outreach teacher support from the Tri-Borough (VI, HI, ASD, SLCN, OT, Physiotherapy)
- Personalised and specific student profile identifying targets and strategies reviewed termly
- Child-centred home/school links to a member of the SEND team