



**MATTHEW MOSS
HIGH SCHOOL**
Learning for Life

Policy No.: 5

Policy: SEND

Review Date: June 2017

Policy Name: Special Educational Needs and Disability (SEND), Inclusion and Accessibility

Nominated Lead Member of Staff: SENDCo

Review Cycle: 1 Year

Authorisation: Headteacher

Review Date: June 2017

Matthew Moss High School Special Educational Needs and Disability (SEND), Inclusion and Accessibility Policy

At Matthew Moss High School we believe that children with special educational needs and disabilities should have access to a broad, balanced and inclusive education and wherever possible should be taught alongside their peers. We believe that it is important to address the needs of all pupils as they arise and to strive to provide support to meet those needs.

Aims

- To identify educational needs effectively and provide the support necessary to enable pupils to make progress
- To involve and work with pupils and parents at the various stages of the Code of Practice and take into consideration their views
- To make use of outside agencies where necessary as part of a planned and graduated response to individual need
- To work closely with partner primary schools in order to share detailed information about children with special educational needs and to continue with a comprehensive assessment and recording programme throughout the school including the passing on of relevant paper work
- To inform and support faculties in meeting individual needs through sharing baseline information, targets and strategies via the SEND register
- To review pupil progress annually or as and when appropriate
- To work collaboratively with teaching staff, Heads of Faculty and Heads of Family to ensure that barriers to learning are removed and students are enabled to achieve
- To evaluate annually the effectiveness of the SEN provision within the school using the schools review and evaluation process alongside any current research pertaining to inclusion of learners with SEND in the mainstream

Objectives

Initial assessment is through information received from partner primary schools together with subject teacher assessment or parental/carer concern, KS2 data and school assessments. In line with the recommendations in the revised Code of Practice (September 2014) the views of the student are always taken into consideration.

All staff are involved in accurate pupil assessment which will, if necessary, inform school intervention for those with SEND. Assessment information is also used in SEND monitoring and reporting procedures. Assessment information will include KS2 data / PIXL tests / predicted KS4 results and reading and spelling scores. All subject areas are required to make differentiated provision where appropriate to meet the needs of all learners and keep accurate records of pupil progress. All faculties are aware of and have regard to the advice and recommendations within the National Curriculum Inclusion Statement and recognise that it is the responsibility of all staff to strive to remove barriers to learning, set suitable learning challenges and plan to meet the diversity within each group.

Information technology to support pupils with special educational needs is used when appropriate.

Learning Support Faculty

The Learning Support Faculty consists of the SENCO, Mrs. F Clay (fclay@mmhs.co.uk) and Assistant SENCO Mrs Chadwick (achadwick@mmhs.co.uk), three Learning Mentors and twenty-five Teaching Assistants. There is also a Hearing Impaired Resource Base attached to the school, which is managed by Mrs D Whitham and has five Teaching Assistants.

The Management of Special Educational Needs

The overall management of special educational needs is the responsibility of the Headteacher, the SENCO and the Assistant Headteacher, Karen Neville.

The SENCO is responsible for:

- The day to day operation of the school's SEN policy
- Liaising and advising fellow teachers
- Coordinating provision for children with special educational needs
- Maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies

Admission Arrangements

Admission arrangements for pupils with special educational needs at MMHS are in accordance with Local Authority regulations and are non-discriminatory. It is part of the school's approach to meeting individual need by working closely with our partner primary schools and to support transfer arrangements by:

- Yr 6 data analysis
- Transfer planning
- Collaboration with Y6 teachers and primary school SENCOs
- Arranging pre-transfer visits
- Setting up and monitoring of 'buddying arrangements' where necessary via the H2H peer mentoring scheme

Transition Post 16/Transfers between school

Post 16 transition for learners with SEND is designed so as to create individual transition packages around the needs of each learner through person-centred planning.

Parents and carers are involved in the process and can attend meetings with colleges, careers advisors and open days, giving their input and communicating their dreams and aspirations for their child. These contributions are an essential part of the decision making process and parent/carer views are highly valued.

Preparation for Adulthood

In line with the revised Code of Practice (September 2014), the Equality Act (2010) and the Disability Discrimination Act (2010), learners are prepared for adulthood through a number of personalised and person-centred programmes at MMHS. Life Skills lessons and Work Experience opportunities are available to all learners with SEND and the wider school cohort and aim to prepare children and young people for life beyond school.

Reasonable adjustments are made in order to allow learners with SEND to access these additional opportunities. Rochdale Additional Needs Service have assisted with this in providing resources and assistive technology in order to facilitate these reasonable adjustments.

Access for the Disabled

The school strives to be an inclusive school and aims to be accessible for pupils with disabilities. Following a refurbishment under Building Schools for the Future (BSF) the school now has wheelchair access on the majority of external doors and some internal, a lift to all floors and wide corridors for ease of access. There are disabled toilets located on all floors and an evacu-chair for use in an emergency. This improved access for the disabled has been incorporated into the planning of the school refurbishment in line with the Special Educational Needs Disability Act.

The Allocation of Resources

Resources have been allocated to provide:

- Staffing: A full-time SENCO, one Assistant SENCO who has fifty percent of a timetable allocated to the SEN faculty and twenty-five teaching assistants
- For statemented pupils the provision specified in the EHCP is made through teaching assistants and is resourced through central funding in the LA as well as the school's own budget.
- Accommodation: office, meeting room and teaching room, with an additional classroom for Hearing Impaired provision and EAL lessons.
- Resources: resources for literacy and specific learning difficulties, assistive technology, computer programs to develop reading and spelling, reading schemes, assessment materials such as reading and spelling tests, the dyslexia screener programme, fourteen computers, six laptops and fourteen iPads.
- Training: The special needs department has a budget for professional development which provides courses for staff to develop their knowledge and expertise in this area.

Identification, Assessment, Record Keeping and Review

At every stage of identification, assessment and review, record keeping arrangements have been made. Records are held within the Learning Support Faculty and shared via linked documents on SIMS with the appropriate parties.

Identification is through partner primary school records, teacher assessment, parental/carer concern, KS2 results and school assessments.

The following assessment systems are used:

- Salford Reading Test
- SPAR Spelling Test
- British Picture Vocabulary Scales
- PHAB WRAT Dyslexia screening

All teaching staff have a responsibility to strive to remove barriers to learning so enabling all learners to access the curriculum, and to maintain appropriate records.

The SENCO can access termly data input for all learners to monitor progress.

Provision Mapping

In line with the Code of Practice (September 2014), it is the responsibility of the SENCO to map the provision for all learners with SEND and to monitor the outcomes. At MMHS we ensure that short-term, realistic targets are set for all interventions. Progress is monitored and interventions and allocation of this provision is reviewed termly. Provision Maps can be accessed by all staff via the cloud.

SEN Register

The SEN register can be accessed by all teaching staff and teaching assistants and contains information about a learner's SEND. It outlines any difficulties and lists strategies to aid learning if appropriate. It also highlights how subject teachers can help to support the learner in lessons to access the curriculum. The SEN register is produced annually and updated as and when necessary during the year. The SENCO is responsible for maintaining the Special Needs Register.

For Learners With A Statement of Special Educational Needs:

- All statements will be converted to **Education, Health and Care Plans (EHC Plans)** between September 2014 and July 2018.
- Conversions will be carried out through a person-centred approach and with a focus on short-term, medium-term and long-term outcomes. The EHC Plan will incorporate long-term outcomes up to 25 years of age.
- Reviews for all statements and EHC Plans are held annually and from Year 9 onwards Positive Steps develop a Career Plan for each pupil with a statement / EHC Plan of special educational needs and option choices for the future are considered with the pupil, parent and Positive Steps advisor.
- Learners and parents are involved at every stage
- The SENCO and Heads of Family will seek guidance from outside agencies for advice where needed and referrals made when necessary.

Inclusion Arrangements

All pupils at MMHS have access to all aspects of school life and the school curriculum and are encouraged to participate fully.

Differentiated resources and equipment, as well as some adaptations to the curriculum where appropriate, are provided in order to allow all learners with SEND to make progress. Progress is monitored by the SENCO in all curriculum areas for learners with SEND in order to challenge areas of underachievement. Training and individual support for teachers is given on a regular basis. Trainee teachers and current teaching staff, under the Teachers Standards (2014) are all responsible for having '...a clear understanding of the needs of all pupils including those special educational needs, those with disabilities... and be able to use and evaluate distinctive teaching approaches to engage and support them.'

The Local Offer

This can be found on the Rochdale Borough Council website:

<https://rochdale.fsd.org.uk/kb5/rochdale/fsd/localoffer.page?localofferchannel=0>

The school has contributed information about the curriculum and provision offered to learners with SEND at MMHS to the local offer published by the LA. This information is also available on the school website.

Parental Involvement

Parents are encouraged to discuss their concerns with form tutors, the SENCO, Head of Family or Senior Staff through appointment, reviews and parents' evenings. Parental views are valued, recorded and given due consideration throughout the process. Parents are made aware of support within the school for pupils with special educational needs through the review process. All outside agencies, including LA support services, national and local voluntary organisations are considered during the review.

Partnership: MMHS aims to work in partnership with parents of pupils with special educational needs. Initial notification to parents is by letter/telephone call when a concern is first expressed. Parents are invited to contribute and discuss concerns and progress and their views are recorded.

Access for Parents: MMHS has found the most purposeful means of communication is by meeting with parents and through direct telephone contact. Meetings are held in private offices or home visits can often be arranged.

Dealing with Complaints

If parents/carers are concerned about the provision discussed with them at reviews or during a meeting they would be encouraged to forward their views to the SENCO, the Headteacher or a school governor. They can also contact SENDIAS (SEND Information and Advice Service) formerly Parent Partnership, via the Local Authority.

Associated Policies:

All areas of School Policy