



**MILTON KEYNES EDUCATION TRUST**

**WALTON HIGH**

**Special Education Needs**

**and**

**Disabilities Policy**

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*Special educational provision means educational provision that is **additional to**, or otherwise **different from**, the educational provision made generally for students of their age in schools maintained by the state.*

## **Introduction**

At Walton High we aim to meet the needs of individual students through effective teaching and learning. We work in a flexible way to develop partnerships with students and their parents, staff and professionals to ensure that the school can meet a broad range of special educational needs. Our aim is to support students' academic progress and achievement by removing barriers to learning using a wide range of strategies.

All students at Walton High have individual learning needs that have to be met if they are to achieve their full potential. To ensure potential is realised a system of tutoring is in place to monitor the progress of individual students as they progress through Walton High. The Personal Tutor has a pivotal role to play in ensuring that no student underachieves.

This document is intended to give you information regarding the ways in which we support all of our students, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

## **Aims and Objectives**

This policy is in keeping with Walton High's ethos, aims and policies and practices for outstanding learning.

Walton High believes that all students, regardless of ability and behaviour, should be valued equally. SEND students are considered as part of the whole school approach which embraces the fun and fundamentals of learning. The needs of different students are, at the same time, recognised and met through varied and flexible provision throughout the curriculum.

All students, regardless of their SEND should have access to a broad and balanced curriculum which is differentiated to their needs.

All students, regardless of their SEND should be supported to achieve their best, become confident individuals and make a successful transition into adulthood.

All staff should demonstrate a positive attitude to supporting students with SEND to achieve their potential.

## **Identifying Special Needs**

The SEN Code of Practice (2014) explains that a student or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This could be because they have greater difficulty in learning than the majority of others of the same age or has a disability which prevents them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Many students who have SEN may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes or cancer. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those with SEN. Where a disabled student or young person requires special educational provision they will also be covered by the SEN definition.

There are four main areas of SEN which are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs

Individual circumstances relating to a student may include the following but they do not necessarily imply that a student has a special educational need.

- A disability where this can enable the student to make expected progress
- Health and welfare which can include attendance and / or punctuality
- English as an Additional Language (EAL)
- Being eligible for Disadvantaged Student funding
- Being a Looked After Student (LAC)
- Being a student of a serviceman/woman

### **Roles and Responsibilities**

At Walton High we believe provision for students with Special Educational Needs is a matter for the school as a whole; the Governing Body, Principal, Special Educational Needs Coordinator (SENCO), Pastoral Director and all members of staff have important responsibilities.

### **Role of the SENCO**

The SENCO has completed the Masters Level National award for SENCOs. She has attended training sessions in a range of different interventions and specific learning difficulties. She keeps up to date with the services offered through the Local Authority by attending the training sessions and meetings when they arise.

The SENCO, with the Principal, play a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of students with SEND including any additional resources that may be required.

At Walton High the principle responsibilities for the SENCO include:

- overseeing the day-to-day operation of the SEND policy;
- co-ordinating provision and the timetables for the Learning Support Assistants (LSAs); liaising with and advising teachers;
- observing SEND students;
- reviewing and updating EHCPs annually;
- reviewing and monitoring the impact of one-to-one LSAs
- analysing the costs of interventions through provision mapping;
- analysis of the SEND data;
- supporting the specific learning delivered by LSAs;
- overseeing the records of all students with Special Educational Needs;
- the administration of reviews, and SEND Register;
- liaising with parents of students with SEND;
- contributing to the in-service training of staff;
- liaising with external agencies, including LA support and MKET Educational Psychology Services, Health and Social Services (via the hub system) and voluntary bodies;
- liaising with other relevant colleagues within MKET;
- supporting Children & Family Practice Support;
- ordering resources for SEN students, within appropriate budgets;

- monitoring a student`s progress and, if requested, supporting the setting of targets;
- working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- liaising with potential next providers of education to ensure a smooth transition; ensuring that the school keeps the records of all students with SEND up to date.

### **Role of the Local Governing Body**

The Local Governing Body, with the Principal and staff at Walton High, follow the school`s policy and the procedures for meeting the needs of those students with Special Educational Needs.

The SEND Governor supports the school in ensuring that the needs of all students are met in line with the SEN Code of Practice (2014). He/she will meet regularly with the SENCO to discuss the provision of Special Needs and the implementation of the policy. It is the responsibility of the SEND Governor to ensure that:

- the SEND policy is reviewed and agreed on an annual basis;
- the school has appropriate provision and has made necessary adaptations to the needs of all students at the school, including those identified as SEN;
- regular visits are made to the school to monitor the SEN provision;
- SEND data is analysed and to challenge where necessary.

### **Teaching Staff**

The SEN Code of Practice (2014 6.3) states that class teachers are responsible for the progress and development of all students in their classes. This means:

- identifying a student`s special needs and ensure school programmes for individual students, in consultation with the SENCO, are implemented and recorded;
- ensuring parents/carers are aware of any concerns and information regarding these programmes;
- liaising with any LSAs with regard to planning and student progress employed to support a student with special needs.
- ensuring information about SEN students is shared with staff as appropriate.

This will be monitored by

- lesson observations by the staff and /or SENCO;
- review of progress made by students with SEN;
- work sampling and scrutiny of planning to ensure effective matching of work to student need;
- teacher meetings with the SENCO to provide advice and guidance on meeting the needs of students with SEN.

### **Additional Support**

The Local Authority Inclusion and Intervention Specialist Teachers Team can be requested to meet with specific teachers to review and plan for students with SEN. This team is available to offer further student-specific advice based on evidence from the school SENCO.

There is also support from our MKET Educational Psychologist, Speech and Language Therapist and Family Support Officer.

In addition, where a student is making inadequate progress despite the delivery of high quality targeted Interventions, the SENCO may choose to seek parents` permission to make a referral to one of the following:

- Special Needs nursing team
- Physiotherapy
- Occupational Therapy
- Audiology
- Ophthalmology
- Children and Adolescent Mental Health Service (**CAMHS**)

### **Code of Practice Graduated Response**

At Walton High, in accordance with the Code of Practice (2014), teachers are responsible and accountable for the progress and development of students in their classes including where students access support from a Learning Support Assistant.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support does not compensate for the lack of good quality teaching.

The graduated response in the Code of Practice (2014) outlines a four part review cycle of Assess, Plan, Do and Review. This system is used by Walton High when looking at provision for SEN students.

### **Monitoring and evaluation procedures**

At Walton High, all documentation regarding the support given to SEND students is collated and reviewed termly. All interventions, whether SEND or involving those students who are closer to national expectations of attainment for their year group are baselined and the students are reassessed to show progress after an appropriate time interval.

Adequate progress can be defined in a number of ways. It might, for instance be progress that:

- closes the attainment gap between the student and the peer group;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group;
- matches, or betters, the student's previous progress;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates an improvement in the student's behaviour.

The new SEND Code of Practice (2014) replaces the previous categories of 'School Action' and 'School Action +' with a single category 'SEN Support'. At Walton High we will continue to monitor all SEN students based on their needs using our agreed protocols for identifying and planning for SEN as outlined in this policy. The SEN Code of Practice (6.44, 2014) states that a four-part cycle through which earlier decisions and actions are revisited, refined and revised is linked with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

We will adhere to the following four-part cycle in order to support those students in need of SEN Support:

- Assess
- Plan
- Do
- Review

## **Assess**

In order to meet the needs of individual students and gain additional support from other agencies, it is necessary for subject teachers to monitor the progress of the student closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the student.

The student's parents are kept informed of the teachers' concerns and are encouraged to contribute their knowledge and understanding of the student and raise any concerns. Knowledge of a student's strengths and weaknesses, intervention strategies used and concerns expressed must be maintained.

Using this evidence, a subject teacher might come to feel that the strategies in use are not resulting in the student learning as effectively as possible. In these instances, therefore, if a teacher concludes the student might need further support to make progress then:

- the teacher should seek help from the SENCO;
- any additional information is sought from the parents;
- the school liaises with other external support agencies, if they are involved with the student.

The triggers for intervention could be the teacher's or others' concerns. This must be underpinned by evidence about a student who, despite receiving differentiated learning opportunities:

- makes little progress even when the teaching approaches are targeted to areas of weakness;
- shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent, emotional or behavioural difficulties that are not ameliorated by the school's behaviour management techniques;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO and subject teachers should decide on the action needed to help the student to make progress, consulting the Principal if extra resources are required.

## **Plan**

This consultation might lead to the conclusion that the student requires help over and above that which is normally available within the class and known as SEN Support.

When the SENCO identifies a student with SEN, intervention that is additional to, or different from, support provided as part of the school's usual differentiated curriculum. This may take place outside the classroom for a short time each week until the intervention schedule has elapsed. This allows for the student to be back in class for the remainder of the time. It is the personal tutor's responsibility to make sure that all other teachers and support staff who work with the student are made aware of student's additional needs and the strategies that are used within classes.

## **Do**

Where further support is needed then this can be delivered either with support in lessons, one-to-one or small group teaching away from the classroom. The subject teacher should work closely with any LSAs delivering these interventions. It is the responsibility of the subject teacher to liaise with the LSA to ensure that the interventions are linked with classroom teaching. Any LSAs delivering one-to-one or small group interventions meet with the SENCO on a half termly basis so that these sessions can be reviewed.

Intervention strategies could include:

- deployment of extra staff to enable small group tuition (this will depend on the financial resources and staff availability);
- provision of different learning materials or special equipment;
- staff development and training;
- subject teacher/ LSA's time spent on devising the nature of planned intervention;
- one-off or occasional advice from the MKC support services;
- advice from more than one external support agency. This will often be useful in the co-ordination of support for a student/family where there are social/medical needs as well as educational.

### **Review**

The effectiveness of the support, interventions and their impact on the student's progress should be reviewed in line with the date agreed during the 'Plan' stage meeting. This will be usually within one term of the original meeting but may be sooner depending on the needs of the student.

Where students continue to make less than expected progress and interventions have had limited impact on the students' progress, the SENCO may consider providing the student with SEN Support and will list the student on the school's SEN register.

If the decision is made that the student no longer needs SEN Support, the SENCO will arrange to meet with subject teachers and parents one term later to review progress once SEN support has ceased.

### **SEND Register**

At Walton High there are two descriptors for being on the Special Educational Needs Register. A student will be placed on the SEN Register by the SENCO. This may be following transition discussions with the primary school or following assessments and involvement from outside agencies such as the Educational Psychologist. Students will be added to the SEN Register after consultation with parents unless they were already on the register from primary school. In this case parents will be informed that their student remains on the SEN Register following transition.

### **Students on the SEND Register may be identified as SEN-K**

This is characterised by involvement of external services including the Educational Psychologist or a Paediatrician. External support services will advise on support and appropriate targets where necessary. All students at SEN-K will have a 'Student Profile' which will be regularly updated by their tutors outlining support strategies and provision for that student. Students at SEN-K do not receive designated additional funding from Milton Keynes Council. Their needs are met by Walton High's SEN provision arrangement.

An SEN-K student may:

- have a hearing impairment
- have a visual impairment
- have a diagnosis of ASD or social communication difficulty
- have an emotional or behavioural problem which substantially impacts their learning
- be working at levels which are considerably lower than expected for a student of a similar age
- have a formally identified Special Educational Need and/or Disability

### **Education Health and Care Plan (EHCP)**

From 1 September 2014, Education Health and Care Plans (EHCP) replaced statutory statements of SEN and is based on a new co-ordinated assessment process focused around the planned outcomes written on the student's statement/plan. The school or parents could consider asking the Local Authority to carry out an

EHCP needs assessment of a student. This involves gathering evidence from relevant professionals and the school will co-operate with the Local Authority in this by providing the educational advice and information requested.

Students on the SEN Register who have a high level of additional need may have an Education Health and Care Plan. An Education Health and Care Plan is normally provided, where after a Statutory Assessment, the Local Authority considers that the student requires provision beyond what the school can offer without additional support. We recognise as a school that a request for a Statutory Assessment does not lead to an EHCP in all cases.

An EHCP will include details of outcomes for the student which are used to develop targets that are matched to the short and long term outcomes set in the EHCP, established through parental/student consultation, implemented in the classroom and delivered by the class teacher with appropriate individual support where specified.

A student with an EHC Plan will be identified by the letter E on the SEN Register.

### **Reviews of Education Health and Care Plans (EHCPs)**

Reviews of Education Health and Care Plans take place on an annual basis within school. These are organised and chaired by the SENCO. The following people will be invited to attend:

- The student's parent
- The student (if appropriate)
- The student's tutor
- Members of the Learning Support Team where appropriate
- Specialist Teachers where appropriate
- Any other person the SENCO considers appropriate

The aim of the review will be:

- to assess the student's progress in relation to the outcomes on the EHCP
- to review the provision made to meet the student's need
- to consider the appropriateness of the existing EHCP and to amend as necessary
- to set new objectives and outcomes
- to update the Student Profile with additional information and strategies

Within the time limits set out in the SEN Code of Practice (2014), the SENCO will complete the annual review forms and send them with any supporting documentation to the Local Authority. As a school we recognised the responsibility of the Local Authority in deciding whether to maintain, amend or cease an EHCP.

All current Local Authority statutory statements will gradually be transitioned over to the new format by 2016 (2017 nationally). There is now greater importance attached to the wishes and feelings of the student and their parents; their aspirations, the outcomes they wish to seek and the support they need to achieve them (Para 9.22 Code of Practice, 2015).

To provide provision for students with a statement/EHCP we will ensure:

- all staff working with students have read and understood the statement/EHC plan and any specialist reports;

- a clear range of strategies and approaches to support class differentiation is agreed by all those involved based on specialist advice;
- co-production of a plan to address needs with agreed outcomes for all targeted provision;
- any additional training for teaching and support staff is arranged;
- teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed;
- the SENCO monitors progress termly with all relevant staff, parents and students.

### **High Needs Funding**

If, after the involvement of specialist external support and the existing provision arrangements within school, we are unable to meet the needs of an SEN student we can apply to the Local Authority for High Needs Funding. This can be applied for after discussion and consent from the student's parents. The application process includes details of a student's needs and demonstrates how advice from external agencies has been implemented and what impact this has had. Evidence is also submitted showing how the 'assess, plan, do and review' cycle has been implemented over at least two terms in school.

### **Local Offer**

The Local Offer is a response from government to the desire of parents and carers to find out about all services, opportunities and access for students with special educational needs and disabilities in their area.

As outlined in the new Code of Practice, local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available for students and young people in their area who have SEN, including those who have EHC plans.

The Local Offer should encompass all of the universal elements of services offered in localities – all schools, settings and colleges within the local authority border; and all of the services offered by health – from therapies and how to access them, to services for students with complex health care needs. The local offer should build on universal services and illustrate to families how to access additional targeted and specialist services.

More information about what the local offer means for Walton High can be found on our school website as well as within this policy

### **SEND Information Report**

The governing bodies of maintained schools must publish information on their website about the implementation of the Governing Body's policy for students with SEND. The information must be updated on an annual basis.

The SEN Information Report can be found on the school website. It contains information regarding:

- the kinds of SEND that are provided for;
- policies for identifying students with SEND and assessing their needs;
- arrangements for consulting parents of students with SEND and for assessing and reviewing the student's progress towards outcomes;
- the approach to teaching students with SEND;
- the expertise and training of staff to support students with SEND;
- evaluating the effectiveness of the provision made for students with SEND;
- support for improving emotional and social development;
- how the school involves other bodies in meeting students' SEND;

### **SEND Funding**

All mainstream schools are provided with resources to support those with additional need, including students with SEND and disabilities. Schools also have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount and it is for the school to provide high quality approach support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of students with SEND.

At Walton High we have access to a range of resources that can be used for one-to-one or small group intervention sessions. LSAs are either timetabled to support teaching and learning in classes across the school or are working in one-to-one or small group interventions with students who are identified in making less than expected progress.

### **Transition**

Students with SEND are supported with transition to secondary school in the following ways:

- staff meetings and visits between primary settings and Walton High
- Student Profiles completed to outline needs and strategies to support SEND students
- Open Mornings held in October prior to transfer in the following September
- Induction Evenings for Year 6 students and their parents
- A 'Meet a Teacher' event in the summer term prior to transfer which enables a one-to-one meeting
- Additional visits to Walton High for vulnerable students
- Visits to all new students in their primary schools from Walton High staff
- A two week summer school – SEND and Disadvantaged students are especially welcome
- Year 7 Parents' Lunch on their first day at Walton High

### **Reviewing the policy**

The SEND Policy will be reviewed on an annual basis in order to ensure that it is kept up to date and in line with any changes in law and legislation. The SENCO will review this policy in conjunction with the SEN Governor and the Principal.