

KIRKBURTON MIDDLE SCHOOL

**SPECIAL
EDUCATIONAL
NEEDS AND
DISABILITY
POLICY**

Updated May 2016

KIRKBURTON MIDDLE SCHOOL

SEND POLICY

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SEND POLICY

Introduction

This policy has been revised and developed in consultation with the staff and governing body of the school. The policy has been informed by:

- SENDD Code of Practice: 0-25 (2014)
- Children's and Families Act 2014
- Kirklees LEA

This policy is intended to reflect the practice and aspirations of the whole school and reinforce its commitment to supporting pupils who have special educational needs and disabilities. It is designed to be a working reference document as well as a statement of intent. It is accessible to all members of the school community. A copy is available on the school website for parents. The effectiveness of the school's work on behalf of children with special needs is reported each year in the Governors' Annual Report to Parents. The policy is subject to a regular cycle of monitoring, evaluation and review. Throughout this document unless otherwise stated; Kirkburton Middle School means the staff, pupils, parents and governors. SENDD stands for special educational needs and disabilities.

Aims

The aims of the school apply to all our pupils, including those with special educational needs.

They are;

To provide high quality teaching, learning and pastoral care within a welcoming, vibrant and safe environment where all children are given a wide range of opportunities to achieve their full potential. We want our children to become confident, independent and successful individuals who have all the skills necessary to equip them for the future.

Specifically we aim for each and every child to:

- Achieve their full potential both academically and socially
- Acquire knowledge, skills and attitudes relevant to the changing world in which they live
- Respect and value themselves, other people and the environment
- Develop enquiring minds with motivation to learn
- Work independently and collaboratively
- Take responsibility for their own actions and make informed choices

- Have well developed communication and social skills
- Develop self-confidence and high self-esteem
- Recognise themselves as citizens of the wider world who have a 'voice' and can make a difference
- Challenge themselves to always be the best they can

Specifically, much of this special needs policy is concerned with provision, partnership and practical support. Through implementation of this policy we aim to enable pupils with special educational needs to reach their full potential, to be fully included in the school community and to make a successful transition to the next stage of their education.

Definitions of Special Educational Needs and Special Educational Provision

For the purposes of this policy as it applies to this school, a child has special educational needs 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is provision that is additional to, or otherwise different from, the educational provision, **which includes a differentiated curriculum**, made generally for pupils at the school.

Roles and Responsibilities

At Kirkburton Middle School we believe that provision for pupils with special educational needs is a matter for the school as a whole.

The **governing body** is responsible, in co-operation with the head teacher, for determining the general policy and approach to provision for pupils with Special educational needs, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The **governor with responsibility for special educational needs** is Victoria Green.

The **head teacher** is responsible for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The head teacher will keep the governing body fully informed. At the same time, the head teacher will work closely with the school's **SEND Coordinator (SENDCo)**. At an operational level the head teacher is responsible for informing parents if a child is identified as showing signs of having learning or behavioural difficulties, though in practice this is usually delegated to the SENDCo or Pastoral Support Coordinator. The head teacher has the management role for determining how resources available to the school are allocated to support pupils with special educational needs.

The SENDCo (SEND Coordinator) is Miss S Burns.

The **SEND Coordinator**, working closely with the Head Teacher and Senior management and fellow teachers, helps determine the strategic development of the SEND policy and provision and is responsible for both the day-to-day operation of the policy and for coordinating provision for pupils with special educational needs, particularly through *School SEN Support*. At an operational level, the SENDCo is responsible for supporting and advising colleagues, maintaining the special needs register and liaising with parents and appropriate external agencies.

All **teaching** and **support staff** should be involved in the development of SEND policy and practice and be fully aware of the school's procedures for identifying, assessing, and making provision for pupils with special educational needs.

Teachers carry out regular assessments of pupils that will help to identify any special needs. Progress is recorded in accordance with the school policy on assessment and recording. Concerns should be raised with the SENDCo or Head Teacher at the earliest opportunity. Teachers are responsible for the differentiation of work as appropriate to pupils in their group. Guidance is provided within schemes of work. Where appropriate, teachers may need to produce modified learning resources so that children with special educational needs experience success. When Education Teaching Assistants are allocated to work with pupils in the teaching group, teachers will, as far as possible, ensure that they are aware of the key objectives of the lesson as they relate to the pupils they are supporting, help them to implement the IEP, prepare suitable teaching and learning materials as appropriate and discuss the successes as well as the problems of the pupils in order to ensure a balanced picture of progress. **All** teachers liaise with parents where appropriate with regard to all pupils in their care, including those with special needs.

Education Teaching Assistants assist in the education of pupils under the direction of the teacher, through building up their confidence and self esteem, facilitating independence, by providing help with following instructions, recording work and reading, by helping pupils to keep on task and dealing with frustration or anger without disrupting the rest of the group.

Education Teaching Assistants can help pupils with their personal organisation, cope with physical disability and on occasions by being someone special to trust and confide in. Education Teaching Assistants can also help with the teaching group in general whilst the teacher works with the pupil with special needs.

Partnership with Parents

The school works hard to build positive and constructive relationships with all its parents. The school has a Home School Partnership Agreement which all parties (pupils, parents and the Head Teacher on behalf of the staff are asked to sign).

The school recognises that all parents of children with special educational needs and disabilities should be involved as partners who should feel that they can play an active and valued role in their child's education. The school tries to actively involve them in the educational process and to take account of their feelings and perspectives on their child's development. All staff are asked to bear in mind the particular pressures that a parent may be under because of the additional emotional and physical needs of a child.

To make communications with parents as effective as possible the school endeavours to:

- Recognise the personal and emotional investment of parents and be aware of their feelings;
- Focus on the children's strengths as well as areas of additional need;
- Ensure that parents understand procedures, are offered support in preparing their contributions and are given documents to be discussed well before meetings;
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- Respect the differing needs parents themselves may have, such as a disability or communication barrier, and
- Recognise the need for flexibility in the timing and structure of meetings.

Disability and Access

- The school is on ground level with no staircases. There is ramp access for wheelchairs to all pupil entrances. There is a toilet with wheelchair access. There is an additional Shower/toilet in the Changing Block.

Special arrangements are made to help pupils with physical disabilities move around school and access assemblies and the dining hall. These include adjustments to timings, special seating arrangements and one to one assistance from a member of staff.

Identification

There are two stages within the identification and assessment process:

1. School SEND Support
2. Statement of SEND transition to Education, Health Care Plans

Early identification at all stages is a key factor. Most children entering Kirkburton Middle School who have special educational needs will have already been identified as having special needs by their previous school(s). At the same time the school recognises that children's special educational needs may change over time. The identification and monitoring of pupils with special needs is the shared responsibility of all teaching staff within the school.

The school awaits further guidelines from Kirklees.

School SEND Support

Teachers or other staff who have concerns about a particular pupil at any point during the year are asked and encouraged to discuss these concerns as soon as possible with the subject leader, Head of Year and SENDCo. The basic criteria for referral is that the teacher feels that, despite receiving differentiated learning opportunities, the pupil :

- makes little or no progress even when teaching approaches are targeted particularly at the pupil's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- presents emotional and/or behavioural difficulties which are not ameliorated by the usual behaviour management techniques employed within the school
- 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.

The teacher therefore feels that the pupil requires help over and above that which is normally available within that subject.

Methods of identification used on an ongoing basis include:

- Teacher observation and continuous assessment in accordance with the school assessment policy
- Pupil performance against level descriptions at the end of Key Stage 2
- Pupil progress against objectives specified in the National Literacy and Numeracy Frameworks

Whenever a pupil is referred in this way the SENDCo records concerns and subsequent action. This may include communication with parents (it is important that this happens at this stage if this has not already taken place), discussion with colleagues, use of internal screening materials, contact with outside professionals (e.g. health or social services where applicable), collection of further information, further assessment, monitoring and review and/or the provision of extra support.

The period of transfer to a new school may hold a particular challenge to pupils with special educational needs.

Whenever pupils transfer from another school contact is made with the pupil's previous school, normally by the Head Teacher, and it is established whether or not the pupil has already been identified as having special needs. Where pupils are known to have special educational needs it is particularly important to obtain as much information as possible about the needs of the child and the support previously provided prior to admission. Copies of IEPs and EHCPs (where applicable) are requested from previous schools. School records are requested from pupils' previous schools prior to transfer and should be received before or within 15 days of admission.

For pupils transferring to Year 6 in September records are normally received before the end of the previous summer term. As part of this process the SENDCo visits all First Schools and talks to Year 5 teachers about pupils who are transferring, focusing on those with special needs. Induction mornings are held during the summer term. The SENDCo also normally attends Year 5 annual reviews of pupils with an EHCP and meets pupils, to ensure that transition is as smooth as possible and that curriculum and pastoral plans are in place for Year 6.

Testing is normally carried out upon entry to Kirkburton Middle School using Vernon Spelling and standardised Reading tests. These tests will usually confirm which pupils have problems with reading, writing, spelling or numeracy. Provision for students on the SEND register will be recorded on the SEND provision map.

The school is also open and responsive at all times to expressions of concern by parents and will take account of and respond to any information that parents or the pupil themselves might provide.

Intervention

School SEND Support

Following identification of special needs, the SENDCo and the pupil's subject teachers decide on the action needed to help the pupil in the light of their earlier assessment. Parents are informed what action is being taken and why it is considered necessary.

This does not always involve the deployment of extra staff to enable individual or small group support to be given to the pupil.

In many cases a more appropriate approach might be to provide different learning materials or special equipment, to devote extra time to devising the nature of the planned intervention and to monitoring its effectiveness or to carry out staff development and training aimed at introducing more effective strategies.

Strategies employed are recorded within a Provision Map and reviewed three times a year.

If after a period of intervention the student continues to make little or no progress and is significantly behind his or her peers a referral may be made to the additional needs partnership. This is a group of experienced SENDCo's who meet termly lead by the Educational Psychologist. At this meeting advice and support is offered and a recommendation may be made that a referral to an outside agency is needed, including involvement from the Educational Psychologist. Parents are consulted and kept informed at all stages of discussion.

Referral for statutory assessment.

Where pupils show significant cause for concern and have failed to respond to previous intervention, over a reasonable period of time (e.g. at least two terms), the SENDCo will discuss with the pupil's parents and with the Educational Psychologist whether or not the pupil should be referred for statutory assessment that will decide whether or not to issue an Education, Health Care Plan. The school will state the reasons for making the request and submit all the evidence required as laid out in the SEND Code of Practice.

The LA will then decide whether or not to carry out the assessment and inform all relevant parties of the outcome in accordance with the Code of Practice; 0- 25 and other relevant legislation.

Monitoring, Evaluation and Review

Monitoring and evaluation will be carried out by the Headteacher and SENDCo in conjunction with Teaching staff and Education Teaching Assistants. The effectiveness and efficiency of the Policy will be discussed at Staff meetings and meetings held between Support staff and the SENDCo. Alterations to practice may be made following such. A written review report will be submitted by the Headteacher once a year to the Policy and Curriculum Committee of the Governing Body.

Further Guidance:

- Individual Education Plans - circulated to staff twice yearly and available on the server under pastoral resources
- SEND Register updated at least termly and circulated to all staff
- Specific Educational Needs advice for support in the classroom (e.g. ADHD, Dyslexia, Dyspraxia, Physical) - circulated at the start of the school year and available from SEND department upon request
- Education Teaching Assistants - creating an effective working partnership, resources available in SEND area.

Summative sheets will be distributed to staff as they become available.

Further notes may be added as appropriate.

Information about individual pupils who have special educational needs is normally circulated to all staff at the start of each school year by the SENDCo.

Timetables for Education Teaching Assistants and special needs withdrawal groups are posted in the Staffroom.

For further advice, staff should contact the SENDCo or Headteacher.

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