



PERTON MIDDLE SCHOOL

Special Educational Needs and Disability Policy

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Glossary

AEN	Additional Educational Needs
APS	Approved Provider Standard
D&T	Design and Technology
EHC Plan	Education, Health Care Plan
EP	Educational Psychologist
HLTA	Higher Level Teaching Assistant
ICT	Information, Communication & Technology
LA	Local Authority
PHSEE	Personal, Health, Social and Economic Education
PMS	Perton Middle School
PSP	Pastoral Support Plan
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SENSS	Special Educational Needs Support Service
TA	Teaching Assistant

Introduction

The Special Educational Needs and Disabilities (SEND) Policy outlines the policies used in Perton Middle School to support students with SEND. The school website also hosts the Special Educational Needs & Disabilities Local Offer, which contains key elements of the policy presented in a suitable format for parents.

The SEND policy at Perton Middle School is based on the SEND Code of Practice: 0 to 25 years (DfE, 2015). It recognises that all students entering Perton Middle School are different in their abilities, aptitude and interests. The school aims to provide all students with a physically, morally and educationally secure environment in which to develop and reach their true potential as set out in the school aims.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The principles, practices and procedures underpinning the SEND policy are as follows:

- All students with SEND are identified and assessed as early as possible using information received from feeder schools on transfer documents and discussion with staff.
- In most cases a student on the SEND register will not be statutorily assessed and support will be internal. Each student should have their needs assessed against a consistent framework determined by the LA.
- Where a student has severe and complex learning difficulties, or physical difficulties, and where the LA considers it necessary to undertake a statutory assessment, the LA will seek to ensure that all the necessary procedures are completed within 20 weeks of the date these procedures are formally initiated. The LA has a duty to specify the provision required to meet the needs identified as effectively as possible, and ensure the annual review of the special educational provision.
- Special Educational Needs provision will be more effective when there is a cohesive working partnership between all involved: the student, parent or carer, staff and the LA.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Aims

- To provide a framework for all students on the SEND register who may have Special Educational Needs or Disabilities either throughout, or during a set time, during their school career.
- To identify, diagnose and assess the learning need of all students and to liaise with faculties to ensure individual needs are met.
- To ensure that a broad and balanced curriculum is made accessible to all students by providing appropriate support and access.

Objectives

The aims of this policy will be realised through the following objectives:

- to work within the SEND Code of Practice: 0 to 25 years
- to raise expectations, performance and achievement
- to ensure continuity through close liaison with partner schools
- to offer an appropriate curriculum
- to provide effective support through the use of a Child on a Page document and provision mapping
- to employ appropriate resources, teaching materials and strategies to encourage and reward positive behaviour and achievement.

- to involve SEND students in their own learning, and the processes by which it is acquired
- to keep accurate and up-to-date records on all SEND students

Our approach to teaching pupils with SEND

- The school's Inclusion and Equality Policy includes a statement of the curriculum entitlement of every student including those with SEND and the steps taken to prevent pupils with SEND from being treated less favourably than other pupils (see school website).
- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.
- We will also provide interventions where possible.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids where possible, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and Training of Staff

Training is delivered throughout the year by the SENDCO and Assistant SENDCo and external agencies where appropriate. Training is tailored to the needs of students and staff in school at that time to ensure that provision meets the needs of our students.

- It is school policy that all staff (teaching and non-teaching) are encouraged to remain up-to-date and skilful in their area, attending training that will enhance their skills and knowledge.
- As part of appraisal and the commitment to ongoing staff development, the SENDCo should ensure that relevant training opportunities are brought to the attention of the Teaching Assistants.
- In-house training is delivered regularly by the SEND team.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

The SENDCo

The SENDCo is responsible for:

- Completion of all administration for the school based stages of assessment.
- Facilitation and coordination of LA assessments.
- Liaising with the Assistant SENDCo and advising teachers.
- Coordinating provision for pupils with SEND including in class support and/or specialist teaching.
- Maintaining the school's SEND register which will be updated termly.
- Contributing to staff training, which may be in-house or specialised training from outside sources.
- Liaising with parents and those with parental responsibility for students with SEND.
- Liaising with external agencies and meeting with them on a need basis.
- Liaising with the SEND Governor at least termly.
- Reporting to the SEND Governor and the Governing Body on SEND at each Governing Body Meeting.

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Consulting and involving students and parents/carers

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a student will receive SEND support.

Admission Arrangements

- The Federation's admission policy is set out in the document "Admission Arrangements Policy" on the school website and is based on the LA document "Information for Parents" which is published annually. A copy of this is in the prospectus and is available from the school office.
- Each individual request for admission of students with SEND will be viewed sympathetically.

Accessibility

Perton Middle School is a multi-building site with ramps available for access to each building. There is a dedicated medical room and a fully equipped disability access room. This contains hoists, a disabled toilet and an adjustable medical bed.

Full details of how the school's accessibility will improve over time is shown in the "Accessibility Plan", which can be found on the school website.

Resources and finance

Funding for SEND students is received by the school through the age-weighted pupil unit and the notional SEN budget. Additional Educational Needs (AEN) funding is received for a small number of students and some SEND students also receive funding through the pupil premium (see "Pupil Premium Report" on the school website).

All funding for SEND is spent on supporting students with Education Health Care Plans (EHCPs) and those with needs identified by the school's SEND Register. Responsibility for allocating staffing and physical resources, both within faculties and across the school, lies with the SENDCo.

Securing equipment and facilities

A limited range of resources is available in school. These are distributed according to need.

If specialist equipment is prescribed, we will approach the appropriate agencies to support its implementation.

Physical provision

The Perton Middle School SEND base is located in the “inclusion” area. Within the inclusion area there is also a meeting room, an intervention area, an office and a nurture room.

Reasonable Adjustments

All staff are expected to make Reasonable Adjustments in their classrooms to ensure that the curriculum is accessible and inclusive so that students are able to reach their potential. This can be done in a whole range of ways including:

- Differentiated resources
- Now and Next boards
- Seating plans (student location)
- Visuals
- Pen/pencil grips
- Use of laptops

Graduated approach to SEND support

Identification

The vast majority of students with SEND who join Perton Middle School have been identified earlier in their academic life and information relating to their needs has been received from partner schools prior to transfer. During the first half term of Year 5, all students are screened for reading, spelling and maths and students who join Key Stage 3 are assessed if there is a concern.

The Accelerated Reader: Star Renaissance Reading Group Test is used to assess reading ability; Vernon diagnostic spelling tests are used to assess spelling and resources from Assertive Mentoring are used for Mathematics. If students do not make rapid progress within a term of focussed first teaching then additional support is provided by the SEN department and, where appropriate, an application is made for access arrangements.

Each term all students in the school are assessed in all their subjects. If a student is performing significantly lower than expected for their age in English and/or Mathematics then they are identified as “learning concern” and receive targeted intervention from teachers and TAs. However, prior to this, we will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student’s areas of strength and difficulty
- We take into account the parents’/carers’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student’s record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

SEND support

The SENDCo is responsible for assessing students who do not make adequate progress after classroom based intervention. In consultation with teachers, parents and the student, a referral may be made to a relevant agency which could lead to a 'Child on a Page' being written with needs, support and review date. The SENDCo is responsible for monitoring progress for all students on SEND support.

Where needs are social, mental and/or emotional health, the pastoral team, which includes the Assistant Headteacher: Inclusion, Heads of Year, SENDCo, Assistant SENDCo, Inclusion staff, Form Teachers, external support agencies and parent/carers are involved in the implementation of the programme of support.

At the end of the review period, the SENDCo and others who are involved, will decide if the student:

- Stays at SEND support with continued intervention coordinated by the SENDCo.
- Reverts to "Learning Concern" for monitoring.
- If after two reviews there is no improvement the SENDCo may decide to seek help from external agencies and the South Staffordshire SEND Hub to support the student's specific needs.

The SENDCo is responsible for making sure that outside agencies have full access to any information on the student. The outside agencies will assess the student and in conjunction with the SENDCOs set up a further support programme. Parents are involved and kept informed of progress, assessments and review dates. Should the students fail to make progress after two reviews, even with support from outside agencies, further external assessments will be sought, which may result in a statutory assessment.

Statutory assessment

At this stage, the school, along with the support services involved, make a case for the LA to formally assess a student with a view to gaining an Education, Health Care Plan. The LA must respond to the request within the maximum of 6 weeks but legally as soon as it is able to. The EP and other agencies involved with the student will liaise with the SENDCo and parents at this juncture.

The LA, together with outside agencies, will decide if a student needs formal assessment or not. After formal assessment, if an EHC Plan is issued, this will set out the legal guidelines on provision for the student.

Terms of inclusion on the SEND register

Students with learning difficulties, i.e. those who have **significantly** greater difficulty

in learning than the majority of young people of the same age. This is usually evidenced from results of formal tests undertaken throughout their academic careers e.g. Key Stage test and teacher assessment data.

Students with a disability, i.e. that which prevents them from making effective use of the educational opportunities provided in school.

Students whose Social, Mental and Emotional Health is hindering their potential to achieve at their expected levels of performance.

Child on a Page and Provision Mapping

When a student requires additional SEND support (students with and EHCP, Diagnosis or outside agency intervention), a 'Child on a Page' document must be drawn up. The aim of this is to do the following:

- To make subject teachers aware of the student's needs;
- To outline the support that should be put in place to address these needs;
- To set clear targets for the student to achieve.

The Page will be compiled by the SENCo/Assistant SENCo in consultation with teachers and will contain the following information (see appendix 1):

- Identity of the pupil
- Nature of the need(s)
- Support to address needs
- Targets to be achieved
- Review date

A provision map of students' support arrangements is recorded on the School Improvement Management System (SIMS).

If after two periods of review a student with a Page, is failing to make sufficient progress then further intervention and adjustments are implemented. Where progress occurs, the student will be moved to "Learning Concern" and monitored - this is the process for exiting the SEND register.

Local offer

Perton Middle School sets out the provision it offers for children and young people with SEND on the school website. Staffordshire LA also publishes each school's Local Offer on their website.

Criteria for evaluating of the SEND policy

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after [the specified number of weeks](#)
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress

- Holding annual reviews for pupils with an EHC plans
- Parental feedback
- Average attendance for Students with SEND
- Frequency and pattern of exclusions

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Chasewater and Paris.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council, Mentoring Scheme and Prefect Group.
- Pupils with SEN are also encouraged to be part of our clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

Working with other agencies

The school works with an extensive range of agencies in order to secure the best possible outcomes for students. Staff travel to a range of meetings and many are hosted in school.

Perton Middle School regards the support services and outside agencies as an essential aid in helping to meet the needs of students with SEND and each service provides their own professional perspective. The services and agencies used by the school include:

- The Educational Psychology Service (EP)
- The Speech and Language Therapy Service (SALT)
- Autism Outreach Team (AOT)
- Hearing Impaired Service (HI)
- Visual Impaired Service (VI)
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Attendance Advice Practitioner (ATTEND)

- Family Support Team (FST)
- Local Support Team (LST)
- Counselling Services

Staff deployment

Perton Middle School works on the principle that students with an EHC Plan will receive the required number of welfare hours and specialised teaching hours dictated by the EHC Plan.

Teaching Assistants provide in-class support or small group support as appropriate.

The SENDCo/Assistant SENDCo meet regularly with Teaching Assistants to ensure support is being effectively and appropriately utilised

Partnership with parents/carers

- Perton Middle School encourages all parents of children with SEND to make contact with the SENDCo/Assistant SENDCo to form an effective working partnership.
- The views of parents/carers form an integral part of the annual review and they are made to feel welcome.
- Review meetings are arranged at a time convenient for them to attend and their views of the student's provision are paramount to the successful implementation of that provision.
- A partnership is essential with parents/carers of children with SEND because the aim is to create a situation where parents do not feel afraid or apprehensive about contacting school.
- The SEND department is always represented at parents' evenings so that parents/carers can discuss their child if required.

Arrangements to Support Transition

- The SENDCos in the pyramid meet throughout the year and annually in May to discuss and hand over the information and files on all children on the SEND register.
 - The SENDCo and Assistant SENDCo meet with First school staff and Year 4 parents prior to transition to the Middle School. Extra transition days are provided for students with SEND.
- The SENDCo from Codsall High visits Middle Schools throughout the summer term to obtain relevant information on students transferring in September and also to meet with parents of these students where necessary.
- Students nervous about transferring have extra visits organised (other than the normal induction day) in an attempt to overcome some of their concerns.
- Transfer of students from "out of area schools" is increasing and files are usually passed through via SENDCOs. Further information is collected on transfer form which is often followed up with a phone call by the Head of Year or one of the SEND team.

Complaints about SEND provision

- All parents with children on the SEND register will be informed of the fact and be made aware that the SENDCO/Assistant SENDCo are available in school to answer any queries they may have.
 - Any concerns about provision should be dealt with by the SENDCo/Assistant SENDCo in the first instance.
 - In the event of a parent or guardian not being satisfied with provision

after contacting the SENDCo, they should follow the school complaints procedure (see website).

- In the event of continued dissatisfaction parents may appeal in writing to the Local Authority.