



Alameda Middle School

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Alameda Middle School

SEND POLICY

Special Educational Needs and Disability (SEND)

Policy September 2019

Rationale and Aims

- We believe that all children are entitled to a broad and balanced curriculum to enable them to reach their full potential and to promote independent learning.
- We believe that all teachers at Alameda Middle School have a responsibility to do their best for the educational needs of all children they teach including children with SEND.
- We seek to foster an inclusive approach to working with children with SEND to raise their aspirations and to enable the best possible outcomes.
- We believe children and young people have a right to give and receive information, to express their opinion and to have that opinion taken into account in any matters affecting them.
- We seek to enable parents, carers and external agencies to work together with Alameda Middle School to ensure that the needs of children with SEND are fully met.

Policy

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities Code of Practice: 0-25 years (September 2014) and the Equalities Act (2010). This policy will be implemented by all staff of Alameda Middle School. The SENDCO (Special Educational Needs and Disabilities Coordinator) will oversee the implementation of this policy and the management and strategic development of Alameda Middle School provision for SEND.

It will be published on the school website.

Definitions:

The 2014 Code of Practice states that a child 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. 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.”

“A child or 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.”

A disability as defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

All children and young people benefit from high quality teaching which is differentiated and personalised to meet their needs; this underpins good special educational provision.

Identifying SEND:

A pupil will be identified through baseline and ongoing assessments by the teachers and brought to the attention of the SENDCO if progress is less than expected, in spite of high quality, differentiated classroom teaching targeted at the pupil's area of weakness.

Parents / outside agencies or pupils themselves may also have concerns and report these to the SENDCO for further investigation.

Limited progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND. It is important to monitor high achieving pupils too for example regarding any warning signs of SEMH needs linked to anxiety / feeling pressure to succeed.

The SENDCO will then work with other staff to investigate this further and may engage the help of external agencies such as the Psychology Team or a Speech and Language Therapist/ Occupational Therapist in order to identify the area of need. Information gathering should include an early discussion with the pupil and their parents/carer

The Code of Practice 2014 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Special Educational Provision:

Alameda Middle School will follow the Central Bedfordshire Draft Guidance on SEND 5 -16: A Graduated Approach 2014 in supporting children with SEND.

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. Teachers provide Quality First Teaching (QFT) on a daily basis and are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Special educational provision at Alameda Middle School is outlined in the school's provision map documents (see separate appendix), which will form the basis of the school offer. This may include preferential setting, specialist interventions and strategies suggested by professionals from outside agencies depending on the nature of the individual need.

Some pupils have a need which does not meet the threshold for inclusion at Stage 1 however it is clear that on infrequent occasions a pupil may require support OR they are being monitored over time regarding a low level need. Alameda has developed an additional stage for recording such pupils (Stage 0). This information is recorded on the SEND register and shared with all staff. Pupils at Stage 0 have a basic SEND Profile.

When it is felt that some pupils require additional support within the classroom they will be recorded as Stage 1 or Stage 2 on the SEND Profile in accordance with Central Bedfordshire Local Offer / Graduated Response and will receive appropriate intervention. Those listed as Stage 1 will be monitored by the subject teacher and SENDCo. Those at Stage 2 / EHCP will have a SEND plan which will be reviewed three times per year.

In consultation with families and following information gathered in school and/or from external agencies, a pupil may move on to / be removed from the SEND register OR change SEND stages as their needs change over time.

EHCP

Where a child or young person continues to make less than expected progress in spite of Special Educational Provision and the involvement of outside agencies, the SENDCO will follow the statutory guidance on requesting an assessment for an Education, Health and Care plan. Children with EHC Plans under the 2014 Code of Practice will have a SEND plan set up, and have their progress reviewed termly. This is in addition to their annual review and any interim reviews which take place.

The Special Educational Provision in place should follow the four part APDR (Assess Plan Do Review) cycle:

1. **Assess** This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations. This is done on an individual basis following analysis of each pupil's needs.
2. **Plan** This is likely to involve the SENDCo, working with teachers and families to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.
3. **Do** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.
4. **Review** The progress of students who are receiving SEND Support should be reviewed termly, and may form part of the individual academy's regular tracking processes.

Alameda use a document called "APDR Tracker" which is used to record information discussed in meetings with families and/or outside agencies. This is shared with those attending the meeting and is a record of strategies used in the past and new ones to put into place. The information from the APDR tracker is used to inform a pupil's SEND profile/plan.

Arrangements for Co-ordinating Provision:

The SENDCO Claire Cannon is the person responsible for co-ordinating the day-to-day provision for pupils with SEND. (ccannon@alamedamiddleschool.org.uk). The Governor responsible for SEND is to be confirmed once appointed.

The SENDCO will be responsible for:

- Co-ordinating the identification of pupils with SEND and establishment of suitable provision
- Liaison with Alameda Senior Leadership Team regarding all matters pertaining to SEND
- Liaison at the point of transfer between Upper and Lower schools
- Applying the graduated response to a pupil's level of SEND need in order to correctly ascertain their SEND stage
- Provision mapping of intervention for SEND pupils.
- Advising colleagues on strategies/materials/resources to facilitate learning for pupils needing learning support
- Purchase and organisation of appropriate resource materials
- Maintaining close liaison with parents/carers
- Liaison with professional agencies
- Liaising with core subject teachers regarding the organisation of access arrangements for SATs
- Supervision of TA timetables
- Maintaining SEND Profiles and updating staff when new information becomes available
- Line managing the SEND administrator
- Arranging team meetings on a regular basis to review support and share good practice
- Delivering / arranging INSET sessions for staff (teachers and TAs)
- Reporting to Governors through the Curriculum and Standards Committee
- Ensuring that children with SEND and disabilities have got a greater availability of mentoring and support

- Ensuring that (where necessary) there are individual behavior plans / risk assessments for children with SEND or Disabilities which focus primarily on minimising the likelihood of challenging behaviour. These plans may include the use of physical restraint / positive handling.

The SEND Administrator will be responsible for:

- Ensuring SEND plans are completed termly and shared with families
- Preparing EHCP paperwork for review meetings and submitting completed documentation
- Completion of SEND screening questionnaires
- Ensure SIMS accurately reflects SEND status for relevant pupils
- Planning Y4 -5 transition activities in conjunction with HOY5
- Arranging additional link visits to Redborne
- Completion of Evolve form and administration required for pupils to attend SEND multi-sports competitions
- Line manage TAs including holding appraisals
- Monitoring TA absence and planning cover when a TA is not in school
- Leading interventions such as Y8 Learning Support option
- Updating the SEND department overview folder on a termly basis
- Preparing the SEND pupil voice questionnaire and collation / presentation of results
- Coordinating arrangements for visitors e.g. Educational Psychologists for example booking rooms for them to work in
- Other reasonable duties as determined by the SENDCO in response to demand within the school

The Teaching Assistants will be responsible for:

- Regular liaison with the SENDCO regarding SEND pupils
- Working with pupils at stage 0, 1, 2 and EHCP
- Attend INSET sessions regarding provision and strategies for SEND pupils
- Taking decisions about when to 'step in' and when to 'step back' in order to promote independent learning
- Recording any issues using the green "SEND concern" forms

Class and subject teachers will be responsible for:

- High quality differentiated classroom teaching
- Utilising information from SEND Plans / Profiles to inform planning of differentiated teaching
- Gathering information about a pupil for whom there is a concern and making an initial assessment of the pupil's educational needs
- Responding to requests for information e.g. round robins in a timely manner with appropriate level of detail
- Liaise with the SENDCO prior to contacting families of SEND children where the matter / concern directly relates to an SEND need.
- Monitoring and reviewing pupil progress

The SENDCO will monitor all the above responsibilities.

Admissions

Alameda Middle School's general Admissions policy will apply. Pupils with Special Educational Needs but without statements/EHC plans will be treated as fairly as all other applicants for admission. Modifications to the building include: wheelchair access via ramps, some widened doors and toilet facilities.

Transition

Alameda Middle School will work closely to ensure smooth transition at both transfer points to make sure that there is clear communication about SEND. A 'vulnerable pupil' transfer sheet will be supplied to lower schools for completion. For families of Y7 and 8 pupils, there is a link meeting with the SENDCO from Redborne (held at Alameda) including a short presentation and opportunities for questions to be asked. Families may also use this session to book a further meeting if required. Separately to this, the Alameda SENDCO and Head of Year 8 both meet with the Head of Year 9 and SENDCO at Redborne to discuss individual needs.

Organisation and Delivery of Resources

Resources are allocated to, and amongst, SEND pupils by:

- a) Statement top up funding
- b) 5% of Formula budget
- c) Pupil Premium
- d) Department allocation

Funded support for pupils with SEND is provided by:

- SENDCO
- Teaching Assistants
- Form and subject teachers

National Curriculum

SEND pupils are provided with support as appropriate to need in order to access the National Curriculum.

Class/subject teachers in consultation with the SENDCO will ensure a SEND pupil's access to the National Curriculum by:

- Differentiated materials and approaches
- Use of areas designed for ease of accessibility e.g. disabled toilets
- Use of alternative / bespoke timetables
- Appropriate teaching and learning styles
- Setting in English, Maths and Science
- Appropriate use of Teaching Assistant support
- Individual classroom organisation
- Focused intervention which targets literacy and numeracy needs

Bespoke Provision

- Where pupils face significant barriers in accessing a full time timetable, they may have a bespoke timetable created for them. This could include working with a specific member of staff on a 1:1 basis, working as a "TA" in a class with younger peers, assisting in a local lower school, additional lessons with teachers or in subjects where they experience success and accessing vocational subjects such as gardening.
- Sometimes pupils may access provision from external providers such as the Academy of Central Bedfordshire (ACB)
- For a small number of pupils who are working significantly below ARE, in consultation with their families they may have an alternative curriculum after lunch including life skills, functional numeracy and literacy lessons, communication support including social stories and Lego therapy and access to the Celt (school dog) to promote emotional development and wellbeing

Complaints

Depending on their nature, these will be dealt with in the first instance by the Class Teacher. If the complainant is not satisfied with the response, they should then contact the Year Leader or SENDCO. However, the SENDCO would wish to be informed and all complaints will be dealt with as soon as is practically possible.

If the matter is not resolved then it will be referred to the Headteacher and if necessary, the Governing Body.

Parents are encouraged to contact the Parent Partnership Service for support and advice.

INSET

The SENDCO will update teaching staff and TAs by regularly attending INSET and disseminating information. Individual TA needs are identified through the annual Professional Development Review carried out by the SENDCO and HLTA.

Courses / training opportunities will be identified to address specific areas of need and staff will be kept up to date on current legislation.

Link with External Agencies

The SENDCO will seek advice from the following outside agencies (list not exhaustive). Teachers and TAs may be required to assist with completing referral forms:

- Educational Psychology Team
- Assessment and Monitoring Team
- Educational Welfare Officer
- Social Services
- Occupational Therapy
- Behaviour Support Team
- Sensory Impairment Team
- Speech and Language Therapy
- Jigsaw and ACB
- Chums / CAMHS

Parental Involvement

School is often the first point of contact for parents who have concerns about their child's progress and/or behaviour. As stated in the Code of Practice parents should be fully involved in the decision-making process, understand the purpose of any intervention or programme of action and be informed of the Parent Partnership Service when individual needs are identified.

- Liaison between school and parents will be established
- Contact will be established by telephone and electronic communication and may entail further email / telephone / face to face communication
- Records will be kept of details of all parental contact using the APDR Tracker

- Parents are encouraged to contact Alameda with their concerns at any time

Criteria for Success

The effective implementation of the policy will be demonstrated by:

- Appropriate movement between stages on the SEND Profile / a pupil moving on to or being removed from the SEND Profile
- Positive parental involvement
- Communication between SENDCO and teaching and support staff which leads to positive outcomes for SEND pupils
- Progress commensurate with abilities
- Early identification and assessment of pupils with SEND
- Accurate record keeping for all pupils with SEND
- Annual Report to the Governing Body
- Creating a school atmosphere in which individual differences are recognised and valued

These targets will be considered in order to measure the success of the policy.

Evaluation and Review

The effectiveness of SEND support at Alameda Middle School will be monitored throughout the school year as part of the Monitoring and Evaluation process. The policy will be reviewed on an annual basis by the SENDCO in conjunction with the Governors' Curriculum and Standards Committee.

Every year Alameda Middle School will publish on its website a SEND Information Report in response to section 6.74 of the Code of Practice (Clause 65).

Glossary of Key Terms

ACB = Academy of Central Bedfordshire

APDR tracker = Assess, Plan, Do, Review tracker

CAMHS = Child and Adolescent Mental Health Services

EHCP / EHC Plan = Education, Health and Care Plan (previously known as a "Statement")

HLTA = Higher Level Teaching Assistant

INSET = In Service Education and Training

QFT = Quality First Teaching

SEMH = Social, Emotional and Mental Health Difficulties

SEND = Special Educational Needs and Disabilities

SENDCO = Special Educational Needs and Disabilities Coordinator

TA = Teaching Assistant

Appendix 1: Provision Map (separate document)