



THE
PHILIP MORANT
SCHOOL AND COLLEGE

Special Educational Needs and Disability (SEND) Policy

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Contents

- 1. RATIONALE, AIMS AND PROCEDURES 3
- 2. THERE IS A DESIGNATED SEN GOVERNOR..... 5
- 3. PROVISION FOR SEND STUDENTS 5
- 4. ADMISSION ARRANGEMENTS..... 5
- 5. SEND SPECIALISMS..... 5
- 6. FACILITIES 5
- 7. ALLOCATION OF RESOURCES..... 6
- 8. IDENTIFICATION OF STUDENTS 7
- 9. RESPONSIBILITIES OF MIDDLE LEADERS AND TEACHING STAFF 9
- 10. ACCESS TO EXTRACURRICULAR ACTIVITIES..... 9
- 11. EVALUATING THE SEND POLICY 9
- 12. GOVERNORS’ RESPONSIBILITIES 9
- 13. COMPLAINTS PROCEDURE..... 10
- 14. IN SERVICE TRAINING OF STAFF IN RELATION TO SPECIAL EDUCATIONAL NEEDS
..... 10
- 15. LINKS WITH OTHER SUPPORT SERVICES..... 10
- 16. PARTNERSHIP WITH PARENTS/CARERS OF STUDENTS WITH SPECIAL
EDUCATIONAL NEEDS..... 11
- 17. TRANSITION ARRANGEMENTS 11

1. RATIONALE, AIMS AND PROCEDURES

RATIONALE

The provision for students with Special Educational Needs and Disability (SEND) at Philip Morant School and College is managed and delivered through the Learning and Student Support Department, which includes the enhanced provision for Hearing Impaired (HI) Students (This provision is one of the three Secondary and five Primary Provisions within Essex and operates under the auspices of the Children and Young Peoples Service within the Specialist Advisory Services (SAS))

The Inclusion Manager is the appointed Special Educational Needs Co-ordinator (SENCo). Students are admitted to the school in line with the school's admission procedure. The school makes provision in accordance with the SEN Code of Practice 2014, the SEN and Disability Act 2001), Index for Inclusion (3rd edition, 2011) and the school's Inclusion Policy: Equality of Opportunity for all Students. Our SEND Policy and our practice aims to reflect these principles by promoting an outcome focused response which ensures that student views are central to our practice.

A student has SEN where their learning difficulty or disability calls for special educational provision, that is provision additional to or different from that normally available to students of the same age. Special Educational Needs are identified in terms of cognition and learning, communication and interaction, social, emotional and mental health difficulties and physical and/or sensory needs. The school works in partnership with parents/carers, carers and other outside agencies to identify the needs, provide support for and monitor the progress of all students with SEND.

This policy should be read in conjunction with the School's information Report (<https://staff.philipmorant.essex.sch.uk/Handbook%20Sep%202006/policiesnew/Policies/SEN%20Information/SEND%20Information%20Report%202016.pdf>) and the Local offer (www.essexlocaloffer.org.uk).

1. AIMS OF THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

- Philip Morant School and College aims to ensure that all students, regardless of ability, have complete access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- To provide an education that enables all students to make progress so that they can achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training,
- To ensure that all staff are aware of the need to provide high quality teaching which allows all students to learn effectively. A range of teaching and learning strategies may be required so that all students can access the curriculum
- To ensure a high level of staff expertise to meet student need through well-targeted continual professional development
- To ensure that all members of staff understand that they are all teachers of students with special educational needs.
- To make reasonable adjustments for those with a disability by taking action to enable access to the curriculum, the environment and printed information for all.

Key objectives

- Advise and support all staff in providing a differentiated and accessible curriculum which meets the needs of all students.

- Identify the needs and monitor progress of all students.
- Ensure resources are deployed effectively so that all students' needs are met.
- Develop and implement one page profiles for students identified with an Education, Health Care (EHC) plan or SEN support on the SEN register.
- Keep parents and carers informed of their child's progress
- Work effectively with outside agencies in order to meet the additional needs of individual students.
- Ensure all students are fully involved in all aspects of school life including participating in their own learning and decisions about it.
- Liaise closely with the SEND link governor and ensure governors are all informed of developments and their responsibilities to support, monitor and evaluate the school's SEND policy

The Learning and Student Support Department operates as a support and consultation facility in order to ensure that no child is denied access to the full range of educational opportunities. There is genuine concern amongst the school's staff to make the curriculum accessible to all children regardless of ability. The role of the Learning and Student Support Department is an important one; we offer practical advice on teaching methods, equipment and different types of learning needs as well as appropriateness of lesson content. *It is important to remember that the primary purpose of the Learning and Student Support Faculty is to act in a supportive capacity to ensure that all students have equal access to the classroom teaching and learning processes.*

There are close links with a well-developed, caring pastoral system. The Inclusion Manager meets regularly with House Managers for liaison purposes, to discuss, review and co-ordinate the work with students placed on the SEND register.

The main areas of the Learning and Student Support Department's work are:

- Addressing specific learning difficulties, which may be associated with literacy and numeracy.
- Providing support for students with social, emotional or mental health difficulties including referral to and use of therapeutic THRIVE/ ERI (Emotional Resilience and Independence) hub provision as a means of integrating back into the mainstream curriculum when appropriate.
- Addressing more general problems of understanding that children may encounter in the subjects that they are following.
- Addressing the needs of students with learning difficulties that may be the result of a particular syndrome or condition such as Attention Deficit Disorder or Aspergers Syndrome.
- Addressing the needs of students with hearing, visual or physical impairments and advising staff on how best to support their needs.
- Finding previously unidentified needs through appropriate assessment methods.
- Co-ordinating the approach which Departments use with a particular student with SEND.
- Liaison with outside Agencies including voluntary agencies as appropriate.
- Liaison with the student and their Parents/Carers with regard to SEND.
- Fostering an atmosphere of high but realistic expectations for students with special educational needs.

2. THERE IS A DESIGNATED SEND GOVERNOR.

3. PROVISION FOR SEND STUDENTS

The Inclusion Manager is responsible for:

- Contributing to the planning and strategic development of the provision for SEND students
- Overseeing the day to day operation of the SEND policy
- Leading, guiding and co-ordinating provision for children with SEND. This includes evaluating the impact of all interventions designed to support and enhance learning and supporting staff in meeting the needs of all students on the SEND list.
- Ensuring there is liaison with parents/carers and other professionals in respect of children with SEND
- Managing the other members of the Learning and Student Support
- Maintaining the SEND list and records of students with SEND
- Organising review meetings including reviewing the progress of all students on the SEND list
- Advising and supporting other teaching staff
- Ensuring that appropriate student profiles are in place and that relevant background information about children with SEND is collected, recorded, distributed and updated
- Liaising with external agencies as appropriate

4. ADMISSION ARRANGEMENTS

See Admissions Policy. The enhanced Provision has a maximum of 18 places available.

5. SEND SPECIALISMS

The school has an Enhanced Provision for Deaf students. In addition, there is a Thrive house and ERI hub which specialise in supporting students with a variety of social, emotional and communication needs through a range of therapies delivered on site.

6. FACILITIES

The Learning and Student Support Department has two withdrawal rooms for work with students, an administration office and the Therapeutic provision which is currently located in the School house. The area has a warm and friendly atmosphere to encourage students to feel comfortable and safe. We have ramps to ensure access to the ground floor areas for disabled students. There is lift access to the first floor of the House and Q Blocks and disabled toilets located throughout the school and College.. We have a sensory room in the Therapeutic provision for students who require access to supervised daily exercise programmes.

The Academy receives funding for SEND from the EFA (Education Funding Agency) and the Local Authority (Essex) on the following basis;

- a) **EFA** - A Notional lump sum (formulaic) which covers the needs of students on SEN support and the first £6000 of additional educational needs required for students who may or may not have a 'Statement' of Additional Needs who may be Gifted & Talented, have English as a second language or may have significant Physical

Needs. This Notional factor is derived from IDACI data, FSM's data, EAL data and data in respect of the number of pupils not achieving age related expectations in English/Maths at KS2.

- b) **EFA** - A 'High Needs' block allocation for students with an Education, Health Care plan attending the Enhanced Provision for Hearing Impaired Students) at a current flat rate of £10,000 per student.
- c) **LA (Essex)** - Top up funding from the LA Commissioners for students with an Education, Health Care plan who require more than £6000 of targeted support. (See (a))
- d) **LA (Essex)** - Top up funding for 'Special Unit' (Hearing Impaired Resource Base) High Needs funding to fund the difference between the flat rate of £10,000 (see (b)), and the perceived level of required Funding as calculated by the LA Commissioners.

Identification, assessment and provision

7. ALLOCATION OF RESOURCES

The majority of support given to students is provided in-class as outlined in the SEN Code of Practice 2014 which places the emphasis on quality first classroom teaching to secure student progress. We have a policy of not withdrawing students from classes at the beginning of Year 7 (unless they are within the auspices of the Enhanced Provision) in order to support the provision of quality first teaching and to assess and evaluate student need and progress. The school uses Learning Support Assistants as one type of provision to support student's learning in class according to their level of need. We aim to provide students with provision tailored to their needs, in line with Essex County Council Guidance. Learning Support Assistants are attached to Departments within the school where they are based. Timetables for in-class support are written by the SENCo in liaison with Subject Leaders, and the Head of Provision for Deaf students ready for the academic year. They are fluid documents and are amended or re-written when the need arises. The following criteria are used to prioritise support for students with SEND:

- Students with Education Health Care (EHC) plans are allocated provision in the areas dictated in their statement of special educational need
- Students who have previously been withdrawn for extra support and still fall short of the minimum levels of literacy/numeracy in order to function in the classroom
- Low ability groups for English, Maths, Science (SEN support)
- Other students (SEN Support) in need of class support
- Provision for students with low reading/spelling ages is now facilitated through the English curriculum and supported by other needs led interventions
- Requests from teachers

From Year 8 onwards, withdrawal sessions are provided for some students. These involve working with the Teacher of the Deaf or the SEN Teacher, a Higher Level Teaching Assistant (HLTA), Learning Support Assistant or a Mentor from Philip Morant College. Withdrawal sessions are provided as evidence-based interventions for students if it is recognised that

their needs cannot be met by in-class support alone or if such sessions are recommended by an external agency.

HI Students shall be educated wherever practicable within the mainstream teaching of the school and will be involved in all school activities to the greatest possible extent.

HI Students have an individual time table which includes where appropriate, tutorial sessions with the Head of Provision for Deaf Students and/or Educational Communicators.

HI Students are allocated support in accordance with their Education, Health Care plan with reference to their Annual Review and in liaison with teaching staff and outside agencies.

HI Students will receive speech and language therapy in line with the County's policy.

- Generally programmes designed and delivered by a qualified Speech and Language Therapist with support from the staff of the Enhanced Provision.
- Progress will be monitored during the Speech and Language Therapist's visits.
- The Speech and Language Therapist will be responsible for the appropriate testing of new and existing students.
- The Speech and Language Therapist may submit a report for annual reviews and write targets for student profiles

8. IDENTIFICATION OF STUDENTS

Identification of students not previously on the register is the responsibility of all members of staff. Staff may alert us to any potential difficulties via Sharepoint under student learning concerns which are then explored by the Learning and Student Support Department. The Department is on hand to offer advice if required. Parents and students themselves may also raise concerns about learning difficulties which will be explored by the Department involving outside agencies if appropriate.

Prior to entry

- A member of the Learning Support Department regularly liaises with the feeder Primary Schools and visits them during the Summer term to obtain information about that year's intake.
- Where appropriate, the Inclusion Manager or the Head of Provision for Deaf Students will attend EHC plan reviews or other reviews of students on the SEN register.
- Advice is received for outside agencies, including SAS, where a child with significant needs is transferring.
- Regular liaison occurs between the Head of Provision for Deaf Students and Lexden Primary School.

Post entry

- The Special Educational Needs list is available to all authorised staff on "Staff Portal". It is collated by the administration assistant in the Learning and Student Support Department and is regularly updated to reflect the current situation of the students on the list. Each individual student has a copy of their student one page profile attached to their entry on the register which highlights strategies to assist staff in meeting the student's particular needs. Staff are alerted to any major changes in the list through "Today's Notices" on Staff Portal, this includes any new additions to the SEND list.
- The Department operates Lucid Exact and THRIVE screening programmes in Year 7. Students who have been identified as having difficulties will be offered provision in a manner best suited to their needs. Students who remain non-functional in their reading are closely monitored and supported in liaison with the English Department to ensure they can access the curriculum. Identification of students not previously on the SEND list is the responsibility of all members of staff. Staff alert us to any potential difficulties

and the Learning and Student Support Department is on hand to offer advice if required.

- The Inclusion Manager meets fortnightly with the House Managers in Panel meetings to review provision for all students and amend the SEND list as required.
- Any student who is giving cause for concern in any area can be brought to the attention of the Learning and Student Support Department. A student learning concern form is completed on-line by the member of staff who indicates the nature of the difficulty and strategies tried to date. After consultation between teaching staff, the student and the Learning and Student Support Department it may be appropriate to place the student on the SEND list. During this process, parents/carers will be liaised with and consulted.

It is accepted that there is "overlap" of ability. We seek to address **any** problems this causes by applying suitable "differentiation" techniques. Movement between teaching groups is possible and decisions are made on the basis of which educational or social environment best suits a child's ability and level of application in the professional judgement of the school. Once a student has been identified as requiring additional provision, the cycle of assess, plan, do, review is adopted which ensures that provision is evaluated and adapted to the changing needs of the students.

Review arrangements

Education Health Care plan students

- All students with Education Health Care plans will have a formal annual review led by the Inclusion Manager or the Head of Provision for Deaf Students. The student, parents/carers, Key worker, House Manager and representatives of any outside agencies are invited to attend.
- Two additional reviews can be conducted throughout the year.
- Prior to the reviews, progress towards targets forms are circulated to the entire student's teaching and pastoral staff.
- The student completes a student's views form before attending their review.
- The student completes a reading and spelling test before their review to measure progress
- The parents are sent a parents view form which they complete and return to the Inclusion Manager prior to the review.
- The student profile is reviewed and a new profile is attached to their entry on the Register
- Staff are alerted of this through "Staff Notices" on "Staff Portal"

SEN support

- These students can receive up to two reviews a year.
- Progress is reviewed termly and further reviews may be required to adjust provision
- Progress towards targets sheets are completed by all teaching and pastoral staff
- Parents/carers complete a parents view form which is returned prior to the review
- The student completes a student's view form which is also completed prior to the review.
- The student completes a reading and spelling test before the review to measure progress
- Parents/carers and the student are invited to attend the review

- Progress is monitored and targets are discussed and set with the student.
- The student profile is reviewed and a new profile is attached to their entry on the register after the review. The one page profile includes short-term targets, strategies which can be used in class and advice for the student and their parents/carers.
- Staff are made aware of this through “Staff Notices” on “Staff Portal”.

9. RESPONSIBILITIES OF SUBJECT LEADERS AND TEACHING STAFF

- It is the responsibility of all teachers to ensure they know the needs of students with SEND, the barriers to their learning and employ strategies to help the student progress.
- They should also have the latest copies of the student profiles for the students they teach. Please note that these documents must remain confidential at all times
- All teaching staff should ensure that they plan lessons which enable all students to access the curriculum. Tasks should take into account student’s reading ages.
- It is the Subject Leader's responsibility to ensure that the curriculum is accessible, stimulating and challenging to all students and that students with SEND are monitored to ensure they are making progress in line with their peers.
- Schemes of work should identify different teaching strategies, teaching styles and differentiated learning outcomes for students. Independent tasks should be differentiated accordingly

The Special Educational Needs and Disability policy at Philip Morant School is committed to inclusion so withdrawal during the school day is limited to extreme cases in order to develop urgently needed literacy and/or numeracy skills.

10. ACCESS TO EXTRACURRICULAR ACTIVITIES

All students with SEND are provided with full access to the school’s extracurricular activities including residential trips. Additional staff are allocated to trips to support student's needs where necessary. Signed support is provided as appropriate for Deaf students.

11. EVALUATING THE SEND POLICY

Parent and student view forms are completed before a student is reviewed. Their views enable the Learning and Student Support Department to assess the effectiveness of the SEND Policy.

The policy is also reviewed termly through the Faculty Improvement Plan which is completed jointly by the Inclusion Manager, and Head of Provision for Deaf Students. The targets from the action plan are evaluated in terms of the success criteria and reviewed as appropriate. SEN student progress is reviewed regularly in line with data from Go for Schools

12. GOVERNORS’ RESPONSIBILITIES

There is a named governor who is linked to the Learning and Student Support Department. The governor regularly meets the Inclusion Manager to discuss progress and development within the Department together with any issues which may have arisen.

According to the Code of Practice (2014), the Governing Body must:

- Do its best to ensure that the necessary provision is made for any student who has special educational needs.

- Ensure that, where the “responsible person” – the head teacher or the appropriate governor – has been informed by the LA that a student has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child’s needs.
- Report to parents/carers on the implementation of the school’s policy for students with special educational needs
- Have regard to this Code of Practice when carrying out its duties towards all students with special educational needs
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

13. COMPLAINTS PROCEDURE

It is hoped that close home-school liaison will minimise the need for complaints but should they arise, parents/carers are encouraged to contact the **Inclusion Manager or the Head of Provision for Deaf Students** at the school by telephone or letter in the first instance.

We undertake to reply to the complaint within twenty-four hours **wherever possible**.

If the complaint cannot be resolved then the matter is referred to another member of the Senior Leadership Team. If this intervention fails to yield satisfactory results then the matter is referred to the Principal who may involve the governing body and ultimately a Governor Complaints Committee.

14. IN SERVICE TRAINING OF STAFF IN RELATION TO SPECIAL EDUCATIONAL NEEDS

This arises from needs identified on the member of staff’s appraisal, which is linked, to the Department’s improvement plan, which is in turn linked to the whole school improvement plan.

Access to training is actively encouraged to develop the breadth and depth of SEND experience amongst all staff, including members of support staff. Course attendance in the Learning and Student Support Department is monitored by the Inclusion Manager and attendees disseminate information to all staff through in-house training.

15. LINKS WITH OTHER SUPPORT SERVICES

In order to support some of the students with Special Educational Needs we have access to a number of outside agencies. The most frequently used are:

The **Educational Psychologist (EP)** If the input of the EP is necessary, the school will commission this service as appropriate.

Parents/carers will be asked for permission for their child to see the EP if appropriate.

Specialist Teachers are made available to us in cases where this type of support has been indicated on a statement or on a few occasions where this type of intervention has been

requested and the request has been accepted. The most common type of support would be in the area of dyslexia, speech and language or physically or neurologically impaired (PNI).

- a) There is a policy of close consultation with outside agencies in order to support students who may have problems outside the normal remit of the school.
- b) We can refer a student to Mental Health Services (EWMHS) if there are concerns about their emotional well-being. The referral will be considered by a multi-disciplinary panel and allocated an appropriate service to meet the student's needs. . These services work with young people and often their families as well. The referral takes place with parental consent and they support students with a wide range of emotional, difficulties.
- c) North East Essex Co-operative Academy (NEECA) works with students with long term medical difficulties which prevent school attendance and can in rare cases offer home tuition if there are medical reasons for long term absences. In this case the school will call a SEND support meeting and an action plan will be agreed. The service can offer a maximum of five hours a week. Tuition may take place in an off-site provision/in school and/or at home.

16. PARTNERSHIP WITH PARENTS/CARERS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS.

There is regular contact with parents/carers of students on the SEND list. Parents/carers may also contact their child's House Manager who will then pass on the concern to their Learning Support contact at their regular meeting. Partnership with parents/carers is regarded as essential for progress to be made with regards to any programme that is implemented. Parents/carers are asked to actively support programmes and to provide appropriate reward when targets are met.

17. TRANSITION ARRANGEMENTS

The Inclusion Manger, or Head of Provision for Deaf Students will attend year 5 and year 6 annual reviews of students with EHC Plans where possible. Students on the SEND list at Primary school are discussed during meetings between primary and secondary colleagues during the Summer term prior to their admission. Students are encouraged to attend as many transition visits during this term as are needed to facilitate a smooth transition in Year 7.

A transition plan is drawn up at the year 9 Annual Review and updated annually.

The Inclusion Manager, or Head of Provision for Deaf Students liaises with Colleges of Further Education to ensure the smooth transition of students as they prepare for leaving school at 16.