

MAGDALEN COLLEGE SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY AND INFORMATION REPORT

GOVERNORS' EDUCATION & WELFARE COMMITTEE

Statutory Document – Annual Review

Date next due for review by committee	Date reviewed by committee	Any Changes YES/NO	Approved by Full Governors
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SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY AND INFORMATION REPORT

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The school's aims in relation to pupils with SEND are to meet the needs of individuals in order that they can meet their potential as learners and to enable them to make a positive contribution to the community.

2. Objectives

In order to meet our aims our objectives are to:

- Provide curriculum access for all
- Work with pupils, parents and other agencies, as required, to identify pupils' needs, to plan and deliver appropriate provision
- Ensure that staff have the skills needed to meet the needs of each pupil
- Evaluate the effectiveness of provision to inform future decision about how needs can be met

3. Legislation and guidance

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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

4. Definitions

A pupil has SEND 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 education that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 The SENDCO

The SENDCO is Mrs Deanna Davies

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Carry out annual reviews for those pupils who have EHC plans, in accordance with the code of practice.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Ensure that the quality and effectiveness of SEND provision within the school meets the needs of pupils and reports this to the governing body
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

5.3 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
- Take overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that annual reviews for those pupils who have EHC plans are carried out in accordance with the code of practice
- Hold the SENDCO to account for the effectiveness of provision for pupils with SEND through support and challenge meetings, as in the school's calendar

5.4. Heads of faculty

Heads of faculty will:

- Review progress of pupils with SEND within their faculty, in accordance with the school calendar, and identify those whose progress is falling behind that of their peers
- Ensure that support plans are in place for those SEND pupils whose progress is a cause of concern
- Lead their teams to ensure that teaching meets the needs of individuals who have SEND.

5.5 Leaders of learning

Leaders of learning will:

- Review progress of pupils with SEND within their year group, in accordance with the school calendar, and identify those whose progress is falling behind that of their peers
- Review the behaviour and attendance of pupils with SEND within their year groups, and ensure that appropriate interventions are in place, where there are concerns
- Work with the SENDCO and heads of faculty to ensure that individual pupils' needs are being met in the classroom.

5.6 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
- Ensuring that they use all the information available about individual pupils provided by the SENDCO to inform their teaching
- Ensuring they follow this SEND policy

6. SEND information report

6.1 The kinds of SEND 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

6.2 Admission arrangements for pupils with Special Educational Needs and Disabilities

- Admission arrangements are conducted through West Northamptonshire County Council, who act as the school's admission authority.
- Where an application is received from a pupil who has, or who may have special educational needs or disabilities, the SENDCO will evaluate the pupil's needs and consider whether or not these can be met by the school. The previous school, parents and, where appropriate, the pupil, will be consulted before a decision is reached.
- The final decision as to whether it is considered possible to meet the pupil's needs rests with the headteacher. The admissions authority will be advised of the school's view as to whether it is felt that the school can meet the pupil's needs.
- Where the school is named in an EHC plan the school will be required to admit the pupil.

6.3 Identifying pupils with SEND and assessing their needs

We use information from previous schools, parents, outside agencies and staff to identify students who may have special educational needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will regularly review progress of all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will gather information to determine how a pupils' needs can be met or whether further assessment is necessary.

6.4 Consulting and involving pupils and parents

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' 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 pupil's record and given to their parents.

We will formally notify parents when it is decided whether or not a pupil will receive SEND support.

6.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the individual pupil's progress: the subject teacher will assess pupils' progress at progress points throughout the year and submit tracking information in accordance with the school's assessment policy.

The SENDCO will monitor the progress of pupils with SEND at each progress review point. Where a pupil's progress is a cause of concern the SENDCO will consider what actions should be taken to address this.

Outcomes of annual reviews will be carried out in accordance with the guidance set out by the local authority in which the pupil lives, in which the progress of pupils with EHC plans is evaluated.

6.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

6.7 Our approach and adaptations to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We also provide the following strategies and will determine which of these is appropriate for any pupil, on an individual basis:

- Differentiation of teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- In-class support from additional adults (eg LSAs)
- Modified curriculum
- Intervention packages (eg literacy and numeracy, art therapy)
- Access to learning mentors (eg SEMH, outreach, study support)
- Access to additional resources (eg ICT, differentiated learning materials)

The needs of individuals will be identified and access to interventions will be determined, within the resources available, whilst ensuring that reasonable adjustments are made.

6.8 Additional support for learning

We have a number of learning support assistants and Learning Mentors who are trained to deliver interventions such as literacy (Fresh Start), numeracy intervention, drawing and talking, emotional literacy and support with re-engagement.

Learning support assistants will be assigned to support particular teaching groups, where they will work with one or more pupils.

We work with the following agencies to provide support for pupils with SEND:

- Specialist support service
- CAMHS
- Educational psychology service
- Speech and language therapists
- Occupational therapists
- Referrals to the multi-agency support hub (MASH)
- Other specialist teaching services as required.

6.9 Expertise and training of staff

Our SENDCO has many years' experience in this role and has worked as assistant headteacher (KS4 leader) in a Pupil Referral Unit, FE college Supported Learning and Learning disabilities course leader, head of inclusion in secondary mainstream school. She is a full time SENDCO.

We have a team of learning support assistants, and learning mentors who are trained to deliver SEN provision.

In the last academic year, staff have been trained in access arrangements, attachment disorder, literacy interventions, differentiating learning to meet the needs of individuals and girls with autism.

We use specialist staff for literacy, SEMH, study support, family outreach

6.10 Evaluating the effectiveness of SEND provision

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

- Considering the review of individual pupils' progress at each progress review point, as per section 6.5
- Reviewing the impact of each intervention using baseline and end data
- Using pupil questionnaires
- Monitoring the work of LSAs in lessons and intervention programmes by the SENDCO and senior staff
- Using provision maps to track provision and impact
- Evaluating outcomes for pupils with special educational needs in public examinations, annually

Outcomes of the above will be used to inform the priorities for development planning, to improve the quality of provision, as necessary.

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

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

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops, extended learning days
No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Pupils with disabilities will have their needs assessed up to two years prior to transition in order that reasonable adjustments can be made.

Our accessibility plan can be found [here](#)

6.12 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 SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of lunch club to promote the building of friendships and resilience
- Support and interventions by the Emotional Literacy Support Assistant (ELSA)
- Access to the pastoral support team, school nurse, school counsellor
- Access to external agencies, as available

We have a zero-tolerance approach to bullying of any pupil. Staff are encouraged to be vigilant in identifying instances of bullying of pupils with SEND.

6.13 Working with other agencies

Where a pupils needs are such that support from additional agencies is necessary, referrals will be made via the referral management centre in Northamptonshire and the appropriate agencies in other local authorities where students live in eg Buckinghamshire or Oxfordshire.

6.14 Complaints about SEN provision

Where parents have concerns about SEND provision the school will endeavor to resolve these informally via the SENDCO in the first instance. Should the issue not be resolved in this way parents and carers are referred to the [school's complaints procedure](#). To contact the SENDCO use deanna.davies@magalen.northants.sch.uk .

6.15 The local authority local offer

Our local authority's local offer is published [here](#).

7. Monitoring arrangements

This policy and information report will be reviewed by the deputy headteacher (pastoral), headteacher and the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

8. Links with other policies and documents

This policy links to our policies on:

- [Accessibility plan](#)
- [Behaviour](#)
- [Equality information and objectives](#)
- [Supporting pupils with medical conditions](#)