

SPECIAL EDUCATIONAL NEEDS POLICY

Codsall Middle School



a school to be proud of

Special Educational Needs Policy

October 2022

Policy to promote inclusion of pupils with Special Educational Needs (SEN) and Disabilities at Codsall Middle School.

Introduction:

At Codsall Middle School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. Not all pupils with disabilities have SEN and not all pupils with SEN meet the definition of disability. However, this policy covers all of these pupils.

The SEN Code of Practice (2014 – updated January 2015) defines pupils who have SEN in the following way:

- A child or young person has SEN, if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 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.
- For children aged two or more, 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.

The specific objectives of our SEN policy are as follows:

- to identify students with SEN and disabilities promptly and therefore ensure that their needs are met
- to ensure that students with SEN and disabilities can access the activities that the school offers
- to ensure that all learners make the best possible progress
- to ensure parents/carers are informed of their child's special needs and that there is effective communication between parents/carers and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies as and when appropriate.

The success of the school's SEN policy is judged against the aims set out above. Annual success criteria are reviewed and the Academy Board's Annual Report details the successful implementation of the policy and the effectiveness of the provision. The Governing Body ensures that it makes appropriate special educational provision for all pupils identified.

The named SEN coordinator for the school is Miss Laura Davies. The SEN Governor is Mr Nick Rose, although the Academy Board as a whole is responsible for making provision for pupils with SEN. Mrs Ruth Connolly is the CMAT SEN coordinator.

The Academy Board has adopted the LA admissions criteria and has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Identification and Assessment of Special Educational Needs (SEN)

The school is committed to early identification of special educational need and adopts a graduated response as set out in the Code of Practice 2014 – updated January 2015. If evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress, the subject teacher will provide intervention and catch up work that allows the pupil to make the necessary progress. If, however, after this cycle of “assess – plan - do- review” (APDR), the pupil fails to progress, the subject teacher consults with the SENCO in order to decide whether additional and / or different provision is necessary. There is no need for pupils to be registered or identified as having SEN, unless the school is taking additional or different action beyond Wave 1 interventions, also known as quality first teaching (QFT).

1. How the school provides for SEN

The identification of and provision for pupils with SEN is a matter for the school as a whole. The governing body seeks to ensure that the needs of all pupils are met and that provisions made for pupils with SEN are appropriate and effective. The governing body, the Head Teacher, the SENCO and all other members of staff have important operational responsibilities:

“Teachers 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching “(SEN Code of Practice, 2014 – updated January 2015)”.

The school appreciates the need to support all staff to enable them to identify pupils with potential SEN, to differentiate their teaching effectively and to allow pupils with SEN to access the curriculum fully.

2. Roles and Responsibilities of staff

Headteacher / Head of School

The Headteacher / Head of School has responsibility for the day to day management of all aspects of the school, including provision for pupils with SEN.

SENCO

The SENCO takes responsibility for the day to day running of the department and the provision for individual pupils. She provides professional guidance to inform teachers, to ensure high quality teaching and the effective use of resources.

The SENCO seeks to ensure that the needs of pupils with SEN are effectively communicated to teaching staff. Advice as how to support pupils and other relevant information on pupils is regularly disseminated to staff via the SEN Update that is stored for future access. The SENCO also collaborates with subject teachers and disseminates examples of effective practice and shares strategies to support individual pupils.

Her main responsibilities are:

- to oversee the day to day operation of the school's SEN policy
- to coordinate provision for pupils with SEN
- to review the progress of SEN children and their change of needs
- to liaise with and advise teachers and support staff
- to oversee the records of pupils with SEN
- to liaise with parents and pupils with SEN to ensure that they participate in the decision making process
- to write group and individual educational targets
- to contribute to the in-service training of staff
- to liaise with outside agencies

Teachers

All teachers are teachers of pupils with SEN. Teachers have the responsibility of:

- checking information on pupils on the SEN support list on a termly basis

- reading the SEN information and SEN updates on each pupil they teach to take note of each pupil's strengths, weaknesses, appropriate teaching strategies and change in need
- planning appropriate differentiation
- sharing insights into successful teaching strategies and differentiation techniques for individual pupils with other members of staff
- identifying pupils who are causing concern and collating evidence of such concerns
- providing support and intervention at Wave 1/QFT.
- liaising with the SENCO, fellow teaching and non-teaching staff

Form Teachers

Form teachers have the particular responsibility of making themselves aware of any children in their forms, who have been identified with SEN or who have been recorded as causing concern. At the beginning of each term they should ensure that they have read the SEN information on these pupils.

Teaching Assistants (TA)

Teaching Assistants have a crucial role to play in supporting the inclusion and achievement of pupils with SEN. In essence, they provide:

- support for the pupil
- support for the teacher
- support for the curriculum
- support for the school

The TAs work with the SENCO and teachers in providing support for children with SEN across the school, liaising with subject teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.

Parents of Pupils with SEN

“Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide

essential information on the impact of SEN support outside school and any changes in the pupil's needs." (SEN Code of Practice 2014 – updated January 2015).

In accordance with the SEN Code of Practice, the school believes that all parents of children with SEN should be treated as equal partners. Codsall Middle School provides user friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice and support.

Parents are supported to:

- recognise and fulfil their responsibilities as parents by playing an active role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision making processes about special educational provision.

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the SENCO as and when needed.

Parents are encouraged to support the target setting process for their child and their views are sought for reviews. By providing guidance on how to support their child at home, Codsall Middle School encourages active participation of parents. Contributions that parents make are highly valued and the critical role they play in their child's education is much appreciated.

SEN Provision

Provision that is additional to or different from what is available to all pupils is recorded, so that judgements on progress towards targets can be made. Children who are cause for concern have targets set by their subject teachers. Pupils who are on the SEN support list have targets recorded in group education plans or provision maps. Pupils with more complex educational needs and those with EHC plans, have individual targets dependant on need which are written by the SENCO or included on their EHC Plan, but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

If despite significant support and intervention, there is evidence that a pupil is making insufficient progress; the school may seek further advice and support from outside professionals to contribute to the monitoring and review of progress. However, pupils and parents are fully involved and kept informed about the involvement of external agencies and proposed interventions.

The use of outside agencies

A range of services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the pupil's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialists usually act in an advisory capacity to provide additional specialist assessment and recommendations for targets and interventions.

School Request for Education Health and Care Plans (EHC Plan)

If a child has demonstrated significant levels of need requiring high levels of support and adjustment to the curriculum, with parental consent, the school can make a request to the LA for an EHC assessment of needs. The LA will be given detailed information about the child's progress over time, their special educational needs and provisions in place. If an application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child (if appropriate) and the school together with any health or social care professionals who are involved with the family. If an EHC Plan is declined parents have the right to mediation with the LA and an appeals process.

More information about the EHC process can be found

at: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/site.page?id=aYb6AfFVT1s>

Dyslexia Friendly Statement

As an all-inclusive school that promotes dyslexia friendly ways of working, we aim to ensure that we:

As an all-inclusive and Dyslexia Friendly school, we aim to ensure that we:

- promote and increase the achievement of all dyslexic pupils and pupils with literacy difficulties
- create a climate of high expectations.
- value a broad range of talents, abilities and achievements.
- promote success and self-esteem.
- remove barriers to learning through inclusive teaching strategies, classroom environments, and the use of dyslexia friendly teaching resources.
- promote understanding and appreciation of diversity.

Throughout the school, we aim to ensure that all pupils:

- have access to multi-sensory learning resources.
- are part of multi-sensory learning environments, maximising opportunities for visual, auditory and kinaesthetic learning.
- have their strengths and achievements celebrated.
- are targeted with appropriate support.

Date of Policy Updated: October 2022

Date of Policy Review: October 2025

Signed: *Nick Rose* Chair of Governors