



Special Educational Needs Disability (SEND) **Policy**

The Mount School strives to be an inclusive school. We aim to provide an appropriate and high quality education for all through a broad and balanced curriculum.

Our Early Years Foundation Stage complies with the statutory requirements in the SEND Code of Practice 0 – 25, 2014 and this is taken into account throughout Key Stage One and Key Stage Two. This policy should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Behaviour policy
- The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co- produced with:

Mrs. J Brook (Head teacher) Mrs. N Sellers (Director) Mrs. L Ward (SENCo)

Updated October 2017

Objectives

- To identify and put in place reasonable adjustments for pupils who have SEND and additional needs.
- To operate a whole school approach to the management and provision of support for SEND, that takes into account all of a pupil's needs.
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND and their own involvement in this.
- To provide support and advice for all staff working with SEND pupils.

Identification of SEND

Children and young people are identified as having SEND if they do not make adequate progress through Quality First Teaching. (QFT)

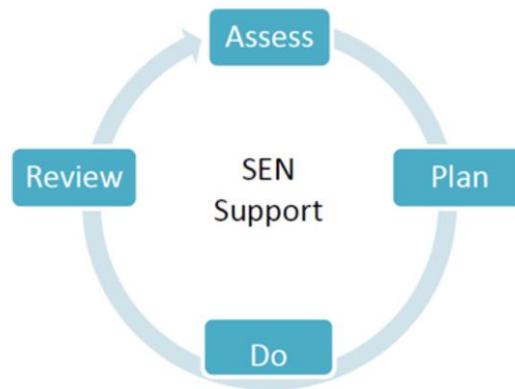
QFT is based on clear objectives that are shared with the children. Teachers will use interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory and verbal learning.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.
- Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language (EAL), being a Looked After/Adopted child (LAC), health and welfare, Disability

We adopt a whole school approach to SEND. Form and subject teachers are accountable for the progress and development of the pupils in their class through

QFT. They oversee the work of support staff in their lessons and collaborate with any specialist staff. Planning takes additional adult support into account and is discussed with those staff. We aim to identify SEND as soon as possible using follow the following model: Assess, Plan, Do, Review.



Process in school

1. Through QFT teachers will assess, recognise and react to individual pupil's needs and make reasonable adjustments to support them.

Concerns will be shared with parents and all staff in school. The impact of this will be reviewed on a termly basis.

2. When progress continues to be a cause for concern staff will consult with the SENCo. Individual next steps will be considered and put in place.

These next steps will be discussed with parents and may include:

- Additional support in class.
- Short periods of intervention out of class.
- An Individual Learning Plan may be developed. This will include setting specific measurable targets that will be reviewed termly.

3. If on review the individual child's progress continues to be a cause for concern, internal and external advice may be sought from other professionals.

If parents have a concern, in the first instance, they should discuss this with their child's Form teacher.

Local Offer

Kirklees Council publishes information about the services and provision available for children and young people from birth to twenty-five years of age who have SEND. They provide additional information about services outside of Kirklees, which children and young people may wish to use. The local offer has two key purposes.

1. To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
2. To make provision more responsive to local needs and aspirations by directly involving those with SEND and their parents in its development and review.

Parents will be made aware of this service and where to find the information using the following website. www.kirkleeslocaloffer.org.uk

Reviewing the Policy

We will review this policy within our school cycle at the beginning of each academic year.