

MEOLS COP HIGH SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

Rationale:

Meols Cop High School has adopted, a whole-school approach to children who have special educational needs. Its central principles incorporate the concept of inclusion, the graduated approach, curriculum entitlement and equality of educational opportunity for all. Its aim is to eradicate barriers to learning, to facilitate the successful integration of all students and to ensure that all make at least expected progress.

Purpose:

- To provide a graduated outcome based approach for students with special educational needs.
- To provide effective and appropriate support for all children on the Special Needs Register. This will range from students with a statement of need to Education Health Care Plan to those whose needs require only occasional support.
- To take into account the views of the child and parents/carers.
- To make staff aware of students' individual needs and ensure acceptance of shared responsibility for the education of all students with special educational needs.
- To advise and assist staff in preparation of differentiated materials and approaches which enable students to become effective learners.
- To encourage high expectations and standards by ensuring that students requiring support are presented with challenging but manageable targets and work.
- To acknowledge and reward positive behaviour and all forms of achievement.
- To raise the self-esteem of students who may have previously experienced failure and disappointment.

Admission:

Students with Special Educational Needs should have an equal opportunity to attend Meols Cop High School and are allocated places in line with the school's admissions policy. Exceptions to this are students with ASC Syndrome and Dyslexia whose statement/Education Health Care Plan must stipulate Meols Cop High School's ASC Resource Provision or Dyslexia Provision.

Identification of need:

- Liaison with primary schools. Information about Year 6 students is collated by the Progress Manager for Year 7 and passed onto the SENDCO and learning tutors.
- Results from formal tests, such as KS2 SATs result and MidYis scores.
- Year 7 students are tested during the first term.
- Results of school-based tests
- Staff referrals
- Parental requests

SEN Register:

- Students identified with SEND are recorded on the SEN register.
- All teaching staff, teaching assistants and appropriate support staff have access to the register, which is available on the shared drive.
- This is updated whenever necessary and staff informed of any amendments.
- Teachers consult the register to identify those students in their classes who have special educational needs or an Education Health Care Plan. This information is recorded in their mark book and on seating plans.

Roles and Responsibilities:

<p>Progress Managers Year 7 Year 8 Year 9 Year 10 Year 11</p>	<p>Concerns about children's progress should initially be raised with the relevant Progress Manager, who will collate relevant information from the child's learning tutor and subject teachers. Depending on the outcomes, a referral may be made to the Special Educational Needs & Disability Co-ordinator (SENDCO).</p> <p>Individual subject teachers are responsible and accountable for providing Quality First Teaching including:</p> <ul style="list-style-type: none"> • Adapting and refining the curriculum to respond to both the strengths and needs of all students; monitoring student progress and identifying, planning and delivering any additional support/interventions. • Contributing to devising personalised support plans to prioritise and focus on the next steps required for a child to make progress. • Applying the school's SEND policy.
<p>Special Educational Needs & Disability Co-ordinator and Assistant SENDCO</p>	<p>The SENDCO is responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating provision for students with SEN, developing the school's SEN policy and monitoring its effective implementation. • Liaising with a range of external agencies who may offer advice and support to help students overcome difficulties. • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • Monitoring student progress and the effectiveness of provision. <p>Ensuring that parents are:</p> <ul style="list-style-type: none"> • Involved in supporting their child's learning. • Kept informed about the range and level of support offered to their child. • Included in reviewing their child's progress. • Consulted when planning successful transition to a new key stage or college.
<p>Deputy Headteacher</p>	<p>Co-ordinating provision for students with SEND and students requiring additional pastoral support.</p>
<p>Headteacher</p>	<p>The headteacher is responsible for: The day to day management of all aspects of the school, including the provision made for students with SEND.</p>
<p>Governors' Curriculum & Safeguarding Committees</p>	<p>These committees evaluate both the quality and impact of provision for students with SEND across the school.</p>
<p>School Nurse</p>	<p>The school nurse is responsible for:</p> <ul style="list-style-type: none"> • Health promotion, advice, medical plans, signposting to other services, staff training and education, safeguarding and service co-ordination. <p>The school nurse works in partnership with other agencies and as part of a multi-disciplinary team to support the health and well-being of school-aged children.</p>
<p>Teaching Assistants</p>	<p>Teaching Assistants are not trained teachers. Their jobs are linked to the timetable of an individual student, group of students or department. Their timetables can be found in SIMS and are published on the school timetable.</p>
<p>Parents/Carers</p>	<p>Parents/Carers are an essential resource and regular contact is encouraged. School is committed to working in partnership with them and recognises the value of their contribution. They are responsible for:</p> <ul style="list-style-type: none"> • Raising concerns with the school • Working in partnership during assessment of need • Agreeing outcomes and strategies • Supporting implementation of plans • Attending monitoring and review meetings. • Accessing independent information, advice and support during assessment.

Implementation:

Quality First Provision

In keeping with the Code of Practice all staff are expected to teach students with SEND and must have due sensitivity to the code. There is provision for support in the classroom through the Local Offer.

If a student is not making expected progress with Quality First Teaching there may be a need to refer the student to the SENDCO and a support plan may be put in place.

SEN Support Plan

Assessment

The Assistant SENDCO collates the relevant information about a student from a variety of sources (teacher, student, parent, outside agencies) in order to develop an accurate picture of the student's needs. A support plan, outlining the strategies to be employed to achieve specific outcomes, is created. The views of the student are given consideration and short-term targets agreed. These prioritise the key areas of learning to be addressed and define how progress will be measured and monitored. Where external agencies are involved, their advice and recommendations are included in the support plan.

Plan

The support plan outlines the methods employed to achieve the specific outcomes. The plan may include any or all of the following:

- a) Quality First and inclusive teaching tailored to the individual student's needs.
- b) Focused in-class support that will, where possible, facilitate an individual student's progress and enable curriculum access. Support is directed by the classroom teacher with the ultimate aim of developing the student's independence.
- c) Proven interventions intended to achieve specific targets – and how they will be delivered and monitored.
- d) The roles of the parent/carer and student.

When determining plans across the school, leadership will be mindful of the effective and efficient use of school resources. The school is responsible financially for up to the first £6,000 of any support it actions for an individual student, who has been identified as having a specific Special Educational Need and for whom the Quality First teaching strategies has proved insufficient as the sole means of supporting the student's progress.

Action

Once accepted by all stakeholders the plan becomes a working document. Support arrangements are updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The outcomes of these meetings are formally recorded and a further plan will be devised, if required, to enable students to achieve the next steps in their learning. This plan can be revisited at any stage. The Assistant SENDCO manages the plans and arranges the review meetings.

Review

A timescale is attached to the plan so that everyone involved understands when outcomes are to be reviewed. Parents / Carers, relevant external agencies and, when appropriate, students are invited to this review as their contribution is valued. Both the impact of the support offered and the progress made towards set targets are evaluated. An amended plan can be devised, if required, to enable students to achieve the next stages in their learning. It may also be decided that a student has made sufficient progress to cease the plan.

High Needs Funding

If a student continues to have significant difficulties after a period of intervention, further external expertise may be requested. An application for High Needs Funding may be made if the cost of support exceeds the school's delegated budget.

Education Health Care Plans (monitored by SENDCO)

A very small number of students may require additional support over and above the SEN support. In agreement and consultation with the young person, parents/carers and other professionals, if it is felt further support is required, we will ask Sefton LEA to consider a student for an Educational, Health and Care Plan needs assessment. Parents and carers may also request an EHC assessment. An EHC plan is only drawn up by the local authority once a needs assessment has determined that an EHC plan is necessary and after consultation with relevant partner agencies. This is a legal document which details the education, health and social care support that is to be provided to the student who has SEN or a disability. It is reviewed annually with clear outcomes which must be measurable and worked towards.

Tests and Examinations: Access Arrangements

Access arrangements for external examinations can be applied for from Year 9 onwards. The criteria are set by the Joint Council for Qualifications and must reflect the normal working practice of individual students within school.

Specialist Provision

ASC Resource Provision

Admission to the ASC Resource provision is via Sefton Children's Services. The Manager for students with Aspergers Syndrome has responsibility for the day to day management of the provision for students with ASC and a team of teaching assistants. The SENDCO has overall responsibility for the provision.

Dyslexia Resources Provision

Admission to the Dyslexia Resource provision is via Sefton Children's Services. At present it is staffed by a specialist teacher and specialist teaching assistants who support the students in core and high literacy subjects. See Dyslexia Provision protocol (Section 03 Dyslexia Provision at Meols Cop High School).

Complaints:

These will be dealt with in accordance with the school's complaints procedure.

Monitoring and Evaluation:

The school, including the governing body, is committed to regular evaluation of the effectiveness of its work. The SEN department will consider the following information when evaluating the quality of provision:

- Progress made by students as revealed by a range of test results
- Success rate in respect of targets set and outcomes achieved, SEN Support Plans and EHC plans
- Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time
- Perception of students and parents about the support they have received
- Appropriate post-16 destinations and retention rates of students with SEN

In addition, students with statements or and Educational Health Care Plan have an annual review meeting involving parents/carers, students and other agencies (such as Children's Services, SENDIAS, Connexions, SAIS, Learning Mentors, health professionals, post-16 providers etc.) These reviews consider progress since the previous review and set measurable outcomes to help maintain the progress of students.

Policy applicable to:	ALL STAFF
Accountable for Policy:	Deputy Headteacher and SENDCO
Date Reviewed:	September, 2014 March, 2015 October, 2016 November, 2017 October, 2018