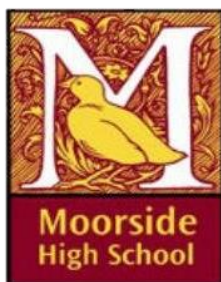




Moorside High School

SEND Policy

rev. January 2024- DRAFT
Nov 2024



Date Reviewed: January 2024

Date of Next Review: January 2025

Reviewed by: Finance & Resources Committee

SPECIAL EDUCATIONAL NEEDS POLICY

The underpinning philosophy of our Special Educational Needs and/or Disability policy (SEND) is that every pupil at Moorside High School is entitled to progress to his/her maximum potential during their time at the school.

We aim to meet the need of the whole child, remove barriers to learning, raise self-esteem, build confidence, develop pupil independence and provide access to a relevant tailored curriculum. To this end the following system reflects our provision for these students whose special educational needs deem them to be in need of specialist support.

Management of Special Educational Needs

The management of students with Special Educational Needs and/or Disabilities (SEND) is overseen by the Assistant Headteacher, Mrs L Burke. The SENCO Miss Leanne Baylay (Special Educational Needs Coordinator) has the responsibility to:

- Ensure that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.
- To seek to ensure, through active collaboration with Directors of Teaching and Learning (DTLs) and Head of Key Stage (HOKS), that the learning of all pupils is given equal priority and is focussed on raising aspirations for all.
- Ensure that learning resources are used efficiently and effectively so that all pupils are given equal opportunity.
- Play a key role in supporting, guiding and motivating colleagues, particularly in disseminating examples of effective practice in relation to pupils with Special Educational Needs and Disabilities (SEND).
- Co-ordinate the day to day operation of the SEND policy, ensuring that the name of any pupil identified as a cause for concern, and who meets the criteria for specialist intervention as stated in the Code of Practice (2014) is recorded as SEND Support. Those pupils with behavioural needs are overseen by the Assistant head teacher Mr Goodwin.

Resources

The money to support students with SEND comes from a variety of sources:

- a) Those with an Education Health Care Plan (EHCP) are supported through monies received via the SEN devolved funding budget for Staffordshire children and applied for via Stoke Local Authority for Stoke children
- b) Higher Level of Need funding (HLN), previously Additional Educational Needs funding (AEN) is used to support the needs of specific students whose needs are extensive. This money is conditional on application.
- c) Students whose needs are assessed as having greater difficulty in accessing the Curriculum are supported via the schools main budget and have quality first teaching from all staff.
- d) The SENCO receives a small capitation to resource the day to day running of the department.
- e) The school allocates some of its standards fund (possible use of Pupil Premium, Looked After Child funding and Free School Meals funding) for training staff to support pupils with SEND issues and to provide specific interventions to support learning.
- f) Additional funding is applied for every term from Stoke – on – Trent authority for pupils with a statement or EHCP (Education and Health Care Plan)
- g) District Inclusion SEND Panel can be used to apply for additional funding

Identification of a student with Special Educational Needs

The SENCO ensures early identification and screening of new entrants and an ongoing monitoring process which includes:

- a) Effective liaison arrangements with partner schools and, where possible, being present at the Stage 2/3 transition reviews.
- b) Liaison with parents.
- c) Liaison with the Heads of Key Stages, form tutors and teaching staff.
- d) Liaison with outside agencies.
- e) Reading and spelling tests are completed via the English department 3 times per year and can be used to inform support needs
- f) A graduated response and use of an Assess, Plan, Do and Review approach to supporting pupils, as suggested in the Code of Practice (2014).
- g) Teacher feedback and concerns raised.

Careful record is kept of Key Stage 2 scores and upon arrival at Moorside pupils reading and spelling ages are tested to obtain a baseline to assess their progress. All pupils are monitored in years 7 through to 11 to check progress and identify pupils who require support.

Formal Assessment Leading to Education Health and Care Plans (EHCP)

Pupils identified prior to entry or during their time at Moorside High school will be identified as a single category- SEND Support. The categories School Action and School Action Plus are no longer terms used in the new SEN code of Practice (2014). Education Health Care Plans will be in place for those pupils who require considerable support to access learning.

A pupil is recognised as the SEND Support category if they are not making expected progress in line with that of their peers, even with high quality teaching and require SEND provision. Or the pupil has a significantly greater difficulty in learning than the majority of other pupils of the same age or has a disability that prevents/hinders the pupil making use of the facilities.

A graduated response includes;

1. Identifying and meeting SEND within the school and providing quality first teaching (Differentiation).
 2. Involving parents in identifying needs.
 3. Planning provision in collaboration with teachers, parents and pupils.
 4. Seeking expertise at whatever point is required.
- Class or subject teachers identify a child's special educational need/s and in consultation with the SENCO gather information and take initial action.
 - The SENCO takes the lead responsibility for managing the pupil's special provision, working with the pupil, parents and teachers. Involving the parent/pupil in identifying needs.
 - Teachers and the SENCO are supported by specialists from outside the school, where appropriate.
 - The Educational Psychologist (EP) becomes involved and/or the SEN Support Service (SENS)
 - The LEA considers the need for an EHCP (Previously a statement) and if appropriate produce an EHCP and arrange, monitor and review provision.
Students must meet the criteria for an EHCP as indicated in the SEN Code of Practice (2014).

At any point the school can apply for additional funding to support pupils who are not making the progress expected with the resources available to the school. This funding is subject to the school preparing a full report on the child's specific needs and the strategies and resources already used, supported by progress information.

The Areas of Need outlined in the new code of practice include:

1. Communication and Interaction- this could include SLCN (Specific Learning and Communication needs) or ASD (Autistic Spectrum Disorder)
2. Cognition and Learning- MLD (Moderate Learning difficulties), SLD (Severe Learning Difficulties) or SpLD, Specific learning difficulties e.g. dyslexia or dyspraxia.
3. Social Emotional and Mental Health- Replaces behavioural needs
4. Sensory and Physical needs- Visual impairments, Hearing impairments and Physical needs.

Support for existing students

Upon inclusion on the SEND Register each pupil is provided with a program of support (Pupil Passport) and staff use this in conjunction with procedures laid out in the Special Educational Needs handbook to ensure that pupils makes progress. These plans are reviewed with pupils and parents.

Additional Support

Pupils who have an Education and Health Care Plan will usually have access to a Learning Support Tutor/Teaching Assistant (TA). The school works closely with SENSS (Special Educational Needs Support Services), Autism Outreach, Physical Disability Support Services, Mental Health Services, Visual and Hearing Impairment Services, Educational Welfare Services, Educational Psychologist and a continuing partnership with Dyslexia Action to support students with specific learning needs.

Monitoring and Reviews

Pupils with an EHCP have annual review meetings alongside the graduated response meetings. Pupils with a Pupil Passport are monitored via a system of regular checklists to subject teachers and monitoring of progress and support programmes. Regular reviews involving pupils and parents, this includes at least three opportunities for parents to discuss their child's targets and progress throughout the year. Additional support takes place for reading, literacy skills and numeracy via withdrawal for 1:1 or group intervention.

Support for staff

There is a commitment to provide access to quality training for all staff teaching students with SEND.

Governors

The school has a named SEND Governor, Mrs Walker. The SEND policy is reviewed annually.

Public Examinations

Moorside High School operates an open entry policy for public examinations.

Examination boards have published comprehensive concessions available for students with specific needs when undertaking KS4 and subsequent examinations which include a reader/scribe, additional time allowance, rest breaks, prompt, modified paper, maps and charts and the use of a translator for deaf pupils or Oral Modifier.

Testing is carried out in the summer term of Year 9 or beginning of year 10 to enable pupils to have assessment for Access Arrangements for KS4 and additional support for the summer series of examinations. Provision, once granted, lasts for two years.

The SENCO will liaise with the Examinations Secretary to apply for all available concessions to support students.

Objectives for Students with SEND

- All students, irrespective of ability, follow the same National Curriculum subjects in Key Stage 3.
- At Key Stage 4 they choose the common core of National Curriculum subjects and also make a guided choice of options.
- Liaison is made with all Post 16 providers to ensure effective transition

The school ensures that all students with SEND have access to and benefit from the National Curriculum by:

- a) Raising maximum levels of achievement by developing their learning skills and motivation, necessary to benefit from their studies.
- b) Maximising basic language and numeracy skills
- c) Developing students' ability to express themselves confidently and in a variety of ways.

The school improves students' self-esteem and image by:

- a) Providing immediate and continuous success.
- b) Praising good work and standards of behaviour.
- c) Displaying work publicly as often as possible
- d) Demanding highly presentable work - not as an end in itself but to give students pride in their own achievements.
- e) Operating a classroom management approach to behaviour and achievement based on behaviour modification principles- reward, encouragement, modelling etc.

Contact with parents

The school works closely with the parents of pupils with SEND to support their children. Regular liaison is made and Teaching Assistants (TA) attend all Parents Evenings. Each TA has responsibility for a particular learning need and forges positive links with parents. Each TA is a key worker and work with a number of pupils.

Assess, Plan, Do and Review

Pupils who have a Statement/EHCP or are on the SEND register will receive an initial meeting to discuss their child's SEND needs and assessments. In consultation with parents a plan of suitable support is identified and targets produced. This plan will be reviewed throughout the year and adapted to suit the individual needs of the pupil. The plans are evaluated and new targets set every half term.

Complaints Procedure

Please refer to the Complaints Policy on the school website.

Parent's Statutory rights can be found DCSF (2009) 12, paragraph 52.

Learning Support Handbook

All members of staff are issued with a comprehensive learning support handbook. Pupil Passport, reading and spelling ages are available to all staff to form a basis of information from which staff address the needs of students on the register.

The Staffordshire local offer can be found [Staffordshire Local Offer link](#)

The schools SEND Information Report can be found on the school website [SEND Report](#)

Dyslexia Statement

Inclusion is the ultimate aim of the school. To this end, differentiation and multi-sensory strategies are deployed to support students with dyslexia. Differentiation both by activity and outcome are used to maintain the high expectation we have for all our students.

Contacts

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Assistant SENCO- Mrs Ludlow

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Link Governor- Mrs Ceris Walker

ADOPTED BY THE GOVERNING BODY ON: