



Dedworth Middle School

Special Educational Needs and Disability Policy

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Special Educational Needs and Disability Policy

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1. Aims

The objectives of the Special Educational Needs and Disability policy are to:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with pupils and their parents/carers at the centre.
- Provide a comprehensive package of support on an individual basis for each child who has a diagnosis of a special educational need or has been identified as needing support that is additional to, and different from, other pupils within the classroom.
- Ensure that pupils of SEN and disability have an equal opportunity of education and that it is accessible to their individual needs, thus providing a personalised learning journey where needed.
- Raise the aspirations and expectations for all pupils with special educational needs and/ or disabilities.
- Provide a clear outline of the graduated approach to support for all pupils who may experience difficulty and require support within the classroom and school as a whole.
- Provide targeted intervention when required that will support pupils to access a curriculum that meets their individual needs.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.
- To ensure that pupils, no matter their individual or personalised need, have the opportunity to fully participate in the experience of school life.

1.1 Our Vision / Ethos

Dedworth Middle School's vision for SEND is that all children should be able to enjoy an inclusive education where they are valued for who they are and we are committed to giving them the opportunity to achieve and are able to learn to their full potential; attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our community

At Dedworth we:



- are committed to the preparation and training of high quality teachers and support staff
- provide children with inclusive teaching which will enable them to make the best possible progress
- use our best endeavors to give pupils with SEND the support they need
- ensure all children have access to a broad and balanced curriculum.
- make children feel that they are a valued member of the wider school community
- have high expectations of all members of the school
- Work in partnership with families and their children
- Endeavor to give pupils the skills to become confident individuals able to make a successful transition on to the next phase of their education.

2. Definitions

The code of practice identifies four areas of need with SEND:

- Communication and interaction (e.g. autistic spectrum or speech and language difficulties).
- Cognition and learning (i.e. learning disabilities, dyslexia).
- Social, emotional and mental health (SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems. these include anxiety, depression, ODC, Attachment, trauma, self harm). Children who are deemed unfit for school due to Mental Health issues will be treated the same as any child who is unwell, and kept on roll school while undergoing treatment.
- Sensory and/or physical (i.e. visual, hearing or physical health difficulties).

A pupil has SEN 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 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.

3. Legislation:

This policy has been developed in compliance with the following statutory legislation:

- (a) Special Educational Needs and Disability Code of Practice (2015)
- (b) Special Educational Needs and Disability Act (2001)
- (c) Disability Discrimination Act (1995)
- (d) Children and Families Act (2014)
- (e) Special Needs and Disability Regulations (2014)
- (f) The Equality Act (2010)



In drafting it's policy the school has responded to legislative changes by implementing a broad range of methods to identify and assess pupil progress and has sought the advice and expertise of key stakeholders:

- Parent/carers have been asked to give their opinions and information on their child's needs.
- Teachers will provide assessments and feedback on pupil progress for those pupils who currently have an EHCP (Education, Health and Care Plan).
- First school teachers and SENDCo's have assisted in transition from first to middle school by providing information about pupils' special educational needs or disabilities.
- Medical and outside agencies have been asked their opinion informally in light of the changing needs of pupils.
- External agencies and providers outside of the health and education profession have been asked for their opinion on the accessing of information and the access to the school and its facilities.

4. Roles and responsibilities

4.1 Role of the SENDCo:

- The SENDCo at Dedworth Middle School is Mrs Heather Mitchell
- 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.
- 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.

4.2 Role of Teaching Assistants

- To support the individual needs of pupils identified as SEND across the school.
- To provide 1:1 support to pupils who are identified as needing 1:1 support through EHCPs.
- Liaising with teaching staff in providing support to pupils within the classroom.
- To provide personalised interventions for pupils within the classroom to allow them to access the curriculum.
- To offer support for pupils and families through interventions and liaise with parents/carers to provide regular updates on personalised progress of their child.



- To offer interventions outside of the classroom that support the pupil's emotional regulation and access to the curriculum.
- To support the preparation of resources and interventions that support pupils within the classroom.

4.3 Role of classroom teacher:

- SEND needs are in the first instance the responsibility of the classroom teacher through the consistent provision of quality first teaching. This will be achieved by the preparation of appropriate learning resources to challenge and develop each pupil.
- To work with the Graduated Approach to SEND support for individual pupil
- To read all relevant and up to date information about those pupils who have a diagnosis of a special educational need or disability and implement any guidance, statutory information or strategies within the classroom.
- To differentiate work on a personalised and individual needs basis for pupils identified as having a special educational need or disability.
- To liaise with the SENDCo or SEND team about support that can be offered within the classroom that is additional to or different from other pupils within the class.
- To work with the statutory information that is written in pupil EHCPs and deliver this within the classroom.
- To track and report on the progress of pupils who have an identified special education need or disability and provide interventions to support those pupils who are making weak progress against their personalised targets.
- To ensure that pupils with a special need make progress in line with their personal starting point and expectations.
- To ensure that pupils who have a special educational need are not disadvantaged and have access to a broad and balanced curriculum that allows them to gain cultural capital and retain knowledge and understanding to progress against their personal progress and starting point.
- To support the referral process of any pupil to external agencies by providing honest and reliable information that can be used within an assessment.
- To undertake relevant continuous professional development that will enable them to best support pupils in their classes, providing recognised and personalised support.
- To report any communication of a special educational need and disability nature to the SENDCo.

4.4 Role of the SEND Governor

The governing body has key responsibilities towards pupils with special educational needs and disabilities. Governors, with the Headteacher, decide the school's general policy and approach to meeting pupils' special educational needs and disability. They will set up appropriate staffing and funding arrangements and oversee the school's work.

The Role of the SEND governor is therefore to:

- develop and maintain an awareness of special needs and disability provision in the school's on behalf of the governing body
- understand how the responsibilities for SEND provision are shared within the school
- meet the SENDCo on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy
- check that pupils with special educational needs and disabilities have the opportunity to participate as fully as possible in all aspects of school life
- check that parents are notified of a decision by the school that their child has special educational needs or disability



- check that the SEND policy is publicly available and can be easily understood by parents
- report on how the SEND policy is being implemented to the governing body
- confirm that the SEND Code of Practice (2015) is adhered to

5. SEND At Dedworth Middle School

5.1 Identification Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The SEN and Disability Code of Practice 2014 (updated May 2015) identifies 4 broad categories of pupils with a special educational need:

- communication and interaction
- sensory impairment (visual and auditory) and physical disability (A disability is described in law by the Equality Act, 2010)
- cognitive and learning difficulties, which may be specific for example dyslexia or dyspraxia
- social, emotional and mental health difficulties.

The school aims to consider the needs of the whole child. There are a number of pupils who are not considered to have a special educational need but other circumstances may impact on their progress and attainment. These are:

- English as an Additional Language (EAL)
- being a looked after child (Refer to the Child Looked After policy)
- having short or long term Health and Welfare issues (refer to the Safeguarding and Medicines and Healthcare policies).

5.2 A Graduated Approach to SEND Support

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is quality first targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo.

In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.



Where pupils have higher levels of needs, and with parental permission, the school may to seek advice from external agencies. These agencies may include:

- Educational Psychologist
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service/Occupational Therapy
- Educational Welfare Team
- Children's Services (early help)
- School Nurse/Paediatric Health Team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting/using the school's resources then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. A pupil profile on the schools data base will be commenced. This is a working document which will be updated as more is understood about the child's SEND, including their response to intervention. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment (MASH) may be used to identify help required and to prevent needs escalating.

5.3 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 that a pupil will receive SEN support.

Supporting parents/carers and children: We provide support in the following ways (not exhaustive);

- The SENDCo operates an open door policy for parents/carers seeking support and advice
- ELSA (Emotional Literacy Support Assistants)
- SEND Governor who is available as a contact point
- Additional time and special arrangements for SATs/assessments
- Support for transition in and out of Dedworth Middle School
- Behaviour support mentor
- EAL Co-ordinator
- Nurture team



5.4 How the school responds to pupils with a special educational need and/or disability

The school has a graduated approach to pupils who have a special educational need and/or disability. In order to achieve this, the following protocol is followed:

- It is initially the role of the class teacher with specialist knowledge of their subject and the child to identify pupils with a special educational need if they do not make adequate progress, in spite of the teacher's interventions, differentiation and good teaching.
- Teachers are responsible and accountable for the progress and development of the pupils in class, including where pupils access support from teaching assistants, specialist staff and/or SENDCo.
- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- The school plans and timetables are in place to carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.
- Should the pupil not make expected progress, key stakeholders such as the teacher/middle leaders and SENDCo will consider all the information gathered including early assessment tools, high quality formative assessment from within the school, alongside national data and expectations of progress.
- For additional and different needs, the school will draw upon more specialised assessments from external agencies and professionals such as educational psychologists and Outreach providers.
- During this assessment process, the school will draw up a profile of the pupil's strengths and needs educationally, socially or emotionally.
- In line with the new SEND Code of Practice (2015), the school will apply the 'Assess, Plan, Do and Review cycle'.

Assess – This is the gathering of evidence of data and assessment carried out by class teachers and other professionals. It is at this stage that the learner's needs are identified.

Plan – During the planning the key stakeholders including parents and pupils will be involved and agree actions that will lead to successful outcomes.

Do – Stakeholders involved will carry out the agreed actions within a timely and effective manner to endeavour to ensure pupils meet expected outcomes.

Review – It is during this process that pupil outcomes against targets will be measured. It will also determine whether the level of intervention has been effective and if any adjustments need to be made.

Once support is provided, a pupil support plan (IEP) is put into place with the appropriate resources and interventions commissioned to support the pupil. Throughout this process parents/carers and pupils will be involved in the sharing of information and agreement with any decisions made

- All information required is shared between parents/carers and staff
- Staff have access to the school 'SEN register'. This provides information for all year groups and includes information such as the reading age, type of SEN, disability, EAL or health concern



SEND Provision SEND support can take many forms. This could include:

- An individual learning programme
- Evidence based interventions
- Extra help from a teacher or a teaching assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or sensory difficulties, such as eating, getting around school safely or dressing

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. 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 pupil's progress.

5.6 Referral to external agencies for support or diagnosis

If a referral to an external agency is required then this will be decided through a meeting with the SENDCo and the parent/carer, with permission being granted by the parent/carer for school to carry out the referral.

The school will follow the processes outlined below to ensure that this is carried out in a fair and holistic way:

- Initial meeting with parent who may have a concern or a member of staff who has a concern about a pupil
- Initial observation by the SENDCo of the pupil in specific lessons or environments.
- Recommendations of support put into place by the SENDCo (Assess, Plan, Do, Review)
- Initial support package reviewed by the SENDCo in conjunction with staff members.
- If needed a referral will be made into the relevant external agency with the support of information from the parent/carer, SENDCo and school staff.
- If needed, an Educational Psychologist appointment can be commissioned by the school through the appropriate channels with the support of the parents/carers.
- Once received, all information will be shared with school staff to support the pupil within the classroom and school as a whole
- Where pupils have an EHCP, this will be reviewed annually and parents and carers will have contact with school staff, including the SENDCo three times per year.



5.7 Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SENDCo
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for the pupils with SEND
- Supporting the SENDCo

Teaching Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists such as physiotherapists
- Record keeping
- Resources
- Regular communication with class teacher and SENDCo

The SENDCo is responsible for :

- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEND register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parent/carers
- Co-ordinating annual reviews/Applying for EHC plans
- Supporting staff in identifying pupils with SEND
- Mapping provision throughout the school
- Maintaining links and information sharing with receiving schools with transition into year 5 and out of year 8

5.8 Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

6. Support

6.1 Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For



these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

6.2 Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trip or residential trip. Pupils with other SEND needs will have the same access to school trips. Specific staff have training to support particular needs, eg: maintain auxiliary aids and equipment or managing diabetes/epilepsy. See medical policy

6.3 Training and development

Training needs are identified in response to the needs of pupils currently on the SEND register.

School staff have specific training and expertise in ASD, speech and language, literacy and numeracy interventions and supporting children with hearing impairment and dyslexia. The SENDCo attends network meetings to share good practice with colleagues and keeps up to date with SEND developments.

Staff are also supported by:

- planned and timetabled INSET throughout the school year
- the offer of a SEND consultation clinic once a week with the SENDCo
- personalised appointments at a suitable time to discuss individual or groups of pupils
- observations of individual or groups of pupils by the SENDCo
- support with classroom interventions from the SENDCo, including resources
- assistance, wherever possible, in the provision of a differentiated curriculum which enables each pupil to achieve and derive motivation from that achievement

Staff have access to continuous professional development and training needs are identified by carrying out audits of:

- the types of SEN or disability
- the number of pupils involved
- how the interventions or support will need to be delivered, for example one to one or small group support
- the expertise of existing staff

The school SENDCo attends training, briefings and network meetings in order to keep up to date with local and national updates in SEND

Pupils are supported by:

- the school, to ensure that pupils requiring an Education, Health and Care Plan undergo a coordinated assessment process and are provided for within the school.
- ensuring additional support provided as per Education, Health and Care Plan;
- ensuring access to services of the appropriate members of outside agencies relevant to each situation, as, and when, necessary;
- ensuring the establishment and further development of projects to enhance literacy, mathematical and basic study skills;



- developing ICT facilities and relevant programmes to enhance progress;
- continuing to develop expertise among teachers for pupils with a special educational need
- ensuring all staff and learning support assistants should have a basic awareness of a particular forms of SEND and adapt their teaching and learning to meet a particular need

6.4 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 SEN are encouraged to be part of the school council
- pupils with SEN are also encouraged to be part of school clubs to promote teamwork/building friendships etc.
- we have a zero tolerance approach to bullying.

7. Evaluating the effectiveness of SEND provision

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

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of interventions
- analysing outcomes of pupils with SEND and comparing these to non-SEND pupils
- taking account of parent, pupil and staff views
- monitoring by the SENDCo
- using provision maps to measure progress
- holding annual reviews for pupils with statements of SEN or EHC plans

7.1 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on school trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

8. Links with other policies and documents

8.1 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

