



# James Bateman Middle School

## Special Educational Needs & Disability Policy 2023 – 2024

Approved	
Review due	November 2024



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#### Definition of Special Educational Needs and/or Disabilities:

Students have special educational needs and disabilities if they have a learning difficulty that calls for **special educational provision** to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any student who has SEND (special educational needs and disabilities) and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have SEND to allow them to join in activities of the school together with students who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision. The additional in-class support will be reviewed termly to ensure students with SEND can fully access the curriculum.

The school will have regard to the Code of Practice, 2014 when carrying out its duties toward all students with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like make the most of their education will be ascertained. They will be encouraged to participate in all decision making processes and contribute to the assessment of their needs, the review and transition processes.

#### ➤ Aims and Objectives:

The aims of this policy are:

- to enable students with special educational needs to access all aspects of school life and to achieve their learning potential alongside their peers

- to make clear the expectations of all partners involved in the process of supporting students with SEND
- to ensure all staff possess a high level of expertise in order to support students with SEND
- to ensure reasonable adjustments are made by staff at the school to ensure that students with SEND are able to access all aspects of school life
- to work collaboratively with outside agencies to ensure that students with SEND have access to a range of support
- to provide support for students with medical conditions in order to ensure that they are able to access a full and varied curriculum by consulting with parents/carers and professionals to create individualised care plans

➤ **Equal Opportunities and Inclusion:**

The school aims to ensure that it meets the needs of all students, taking into consideration gender, ethnicity, religion, culture, language, sexual orientation, age, ability, disability and social circumstance. Our aim is to be a fully inclusive school that prepares its students for a multicultural and diverse society.

In order to create a fully inclusive learning environment, we will aim:

- to provide support for students who need help with their communication and interaction skills
- to engage with external agencies to ensure students have an individual programme of support
- to help students manage their own behaviour and learning in order for them to become independent learners
- to encourage students to participate in a range of activities both inside and outside of the classroom
- to encourage students to be tolerant towards others regardless of their background and to develop empathy towards others

➤ **Students who are unable to access school due to a medical condition**

Where a student is unable to access school due to an identified medical condition, strategies to continue to support their learning will be put into place:

- access to a laptop
- on-line learning where appropriate
- regular check-ins with key staff
- safe and well checks carried out
- wellbeing support where appropriate
- referral to external support agencies where appropriate

➤ **Identification, Assessment and Provision:**

Provision for students with SEND is a matter for the school as a whole. In addition to the governing body, the school's head teacher, SENDCO (Mrs Catherine Fletcher) and the team of teaching assistants, all other members of staff have important responsibilities.

➤ **All teachers are teachers of students with special educational needs and disabilities:**

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements.

However, for students with SEND, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

➤ **Graduated Response:**

James Bateman Middle School will adopt a graduated response to meeting Special Educational Needs and/or Disabilities that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a young person is identified as having SEND, the school will intervene as outlined in the **SEND Information Report**, which can also be accessed via the school website. Such interventions are a means of helping school and parents match educational provision to individual students needs.

School will record the steps taken to meet the needs of individual children on individual Provision Maps.

School offers the following entitlement:

- booster classes are available for Year 6 students
- paired and guided reading
- house points reward system
- open access to a varied programme of lunchtime and after school activities and clubs
- opportunities for students with SEND to represent their peers on councils etc.
- dyslexia friendly classrooms
- Specific English and maths support
- Emotional Literacy Support Assistants (ELSA)
- Speech and Language programmes
- Support for sensory issues
- Reasonable adjustments such as scaffolding, use of manipulatives etc.
- Wellbeing provision
- Access to external agencies for specialist support and advice

If a student is known to have SEND when they arrive at the school, the head teacher, SENDCO, English and Maths co-ordinators, departmental and pastoral colleagues will:

- use information from the previous school to provide an appropriate curriculum for the student and focus attention on action to support the student within the class
- ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning
- ensure opportunities for the student to show what they know, understand and can do through the pastoral programme
- involve the student in planning and agreeing targets to meet their needs as part of the graduated response
- produce One Page Profiles outlining students' needs and strategies for support
- complete cycles of APDR (Assess, Plan, Do, Review)
- involve parents in developing a joint learning approach at home and in school

➤ **Early Identification:**

Assessment is a continuing process that can identify students who may have SEND. The school will measure children's progress by referring to:

- evidence from teacher observation through summative and formative assessment
- their performance within the National Curriculum at the end of a key stage
- their progress over time
- standardised screening or assessment tools

➤ **English as an additional language:**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at

all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

➤ **The role of the SENDCO:**

The SEND Co-ordinator (SENDCO), in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND. The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- liaising with and advising fellow teachers
- managing the SEND team of teachers and teaching assistants
- co-ordinating provision for students with SEND
- overseeing the records on all students with SEND
- liaising with parents of students with special educational needs
- contributing to the in-service training and organising external input
- support and Educational Psychology Services
- Health and Social Services and voluntary bodies

➤ **Monitoring student progress:**

Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENDCO to consider what else might be done. The starting point will always be a review of the strategies in place which may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the student through **a Monitoring Phase**. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and the student's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the student's behaviour.

➤ **School Support:**

If, during the **Monitoring Phase**, a student continues to make inadequate progress despite additional support, it may be considered that the child has a SEND and should be placed on the Special Needs and Disabilities Register. When a student is identified as having SEND, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as **School Support**.

If school concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. The school SENDCO will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individual programme.

In some cases, outside professionals will need to be involved in order to assess the child's needs and to offer advice as to the further support required. If this is the case, parents and carers will be fully involved in the referral, assessment, planning and review stages.

➤ **Nature of intervention:**

The SENDCo and the student's teachers should decide on the action needed to help the student to progress in the light of any assessment. This might be:

- to provide different learning materials or special equipment – making reasonable adjustments
- to introduce some group or individual support, where possible in class
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies
- access to support services for one-off occasional advice on strategies or equipment or for staff-training.

➤ **School request for further support:**

For a few students the help given by schools through **School Support** may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to complete an assessment for an **Education and Health Care Plan (EHCP)**. Where a request is made, the student will have demonstrated significant cause for concern and the school will provide written evidence to the Local Authority detailing:

- the school's action through **School Support**
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- levels of attainment in English and mathematics
- educational and other assessments, for example from an advisory specialist support teacher and an educational psychologist
- views of the parents and of the student

The assessment involves consideration by the Local Authority, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHCP assessment of the child's special educational needs is necessary. A child will be brought to the Local Authority's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the Local Authority will consider the case for an EHCP assessment of the child's special educational needs. They may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require an **Education and Health Care Plan (EHCP)**.

An EHCP will include:

- the student's name, address and date of birth
- details of all of the student's special needs
- identify the special educational provision necessary to meet the student special educational needs
- identify the type/name of the school where the provision is to be made
- include relevant non-educational needs of the child
- include information on non-educational provision

➤ **Annual Review of an EHCP:**

All EHCPs will be reviewed at least annually with the parents, the student, the Local Authority and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified on the EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved.

➤ **Deployment of Teaching Assistants:**

Teaching Assistants are deployed as a priority to meet the provision as set out in individual student's EHCPs and where a student has a specific difficulty such as a physical disability. Teaching Assistants are then allocated to groups in order to support students at the Monitoring Phase, at School Support and those who have EHCPs.

➤ **Dyslexia Friendly:**

The school aims to be dyslexia friendly in order to improve teaching and learning not just for dyslexic students, but for all students in the school.

As part of the school's Dyslexia friendly approach, we ensure that schemes of work include a variety of activities that allow students to show their knowledge without always having to complete written tasks; lessons address a range of learning styles; worksheets and interactive whiteboards present the correct font and coloured background; homework is scaffolded for dyslexic/SEND students who require this support; copying from the board is kept to a minimum; and dyslexia support materials (e.g. reading rulers and coloured overlays) are available in every classroom. Screening is available for those students who have been identified as having possible dyslexic traits by their teachers.

➤ **Complaints procedures:**

Initially, all complaints from parents and carers about their child's Special Educational provision are made to the SENDCo who follows this up with relevant staff. However, if a parent is not satisfied with response given the Complaints procedure outlined in the school's prospectus may be followed.

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