



SEN POLICY

Policy Version			
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This policy will be reviewed every 12 months in light of local and Government legislation.

At Mountwood
Academy we
nurture our young
people through
quality experiences
to never stop
learning and be the
best they can be.

SECTION 1: INTRODUCTION

Mountwood Academy is a school with on-site care for young people aged 8-19 years old, with autistic spectrum conditions and complex needs.

The Head Teacher has the overall responsibility for leading and managing the provision for all the pupils in the school.

Since all our pupils have SEND, this policy has taken account of all other school policies and so needs to be read alongside all these other policies. For example, the safeguarding policy contains key details of how we will put in place key measures to safeguard all our pupils.

This policy is fully compliant with:

- the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations
- those aspects of the 'Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities' (DfE January 2015) which relate specifically to special schools
- the Equality Act (2010)
- the Special Educational Needs and Disability Regulations (2014)
- the Disability Discrimination Act (1995).

Similarly, this and all other school policies have taken full account of such key publications as the National Curriculum in England Key Stage 1 and 2 Framework document (2013), and the Teachers' Standards document (2013).

SECTION 2: AIMS AND OBJECTIVES

The school will offer an outstanding education to school aged children with complex learning difficulties (as described above) working in partnership with other services and drawing upon the expertise, aspirations and infrastructure of Mountwood Academy. In order to achieve this aim, the school will offer pupils a personalised learning programme addressing and removing barriers to individual progression.

The curriculum will be designed to meet the broad needs of the school's pupil population, recognising the range of pupils' abilities and their additional needs. All pupils will be valued equally regardless of gender, race, ability or disability whilst having due regard for inclusion. We will provide a broad and balanced curriculum for all pupils building on pupils' strengths and needs which will be broad and diverse. Teaching and learning will be based on the statutory framework for the National Curriculum, differentiated to meet pupils' needs. Strategies will be employed to take account of each individual pupil's style and pace of learning. All pupils will participate

effectively in learning and assessment activities by the removal of barriers to learning.

The objectives of our provision for our pupils, all of whom have SEND are:

- to ensure that all pupils, receive appropriate educational provision, therapeutic input and pastoral support to achieve outstanding outcomes and make outstanding progress
- to provide for the learning, physical, social and care needs of all pupils in a supportive environment
- to encourage pupils to develop independence and seek to avoid an over-reliance on adults to ensure that they have access to a broad, balanced and relevant curriculum which is differentiated to meet their needs and allows them to have access to the same opportunities as all
- to ensure that reasonable adjustments are made to curriculum delivery, equipment and premises to make them generally more accessible to disabled pupils
- to ensure ongoing, effective monitoring and assessment procedures are implemented, in conjunction with other agencies and organisations where appropriate
- to ensure that resources available to the school are allocated and used efficiently, effectively, and equitably (including teaching and support staff, within and outside the school)
- to work actively in partnership with school staff, children, parents/carers and other agencies.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

All children and pupils attending the school will have an Education Health and Care Plan (EHCP). Therefore, their SEND will already have been identified before they enter our school.

The process of putting in place the EHCP will have taken account of the needs of the whole child which will include not just the SEND of the child. This process will have taken full account of such issues as: the child's attendance and punctuality, health and welfare; whether he/she has English as an additional language (EAL); whether she/he is in receipt of the pupil premium; whether she/he is a looked after child; and whether he/she has challenging behaviours. However, where relevant, these issues in themselves will not have constituted a special educational need or a disability.

Please also see the school's 'Statement of provision' which sets out the admissions arrangements for entry into the school.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT; HOW WE WILL MEET PUPILS' NEEDS

As a special school, all pupils are admitted with an EHCP having undergone a full assessment based on the Code of Practice assessment process. This initial assessment will then be built on in order to identify and meet any further SEND which pupils may have and not as yet been identified. All pupils at the school will therefore be subject to our assessment, planning, recording, and reporting policy. We believe that the main purpose of assessment is to improve pupils' attainment by gaining and recording accurate information on the development, achievement and progress of our pupils. Assessment is a continuous process throughout the pupil's school life and is used to inform the planning of learning objectives. We also aim to involve pupils fully in reflection, review and target setting.

Upon entry to the school, initial learning targets are planned by teaching staff. These will be derived from the pupil's EHCP and may also be based on any previous school's Individual Education Plan (IEP). Each new pupil will have a written IEP based on the main education and development objectives set out in the EHCP and copies will be sent to parents/carers termly. The IEP is then evaluated and amended as part of the annual review procedure. The staff use the IEP to plan learning objectives on a termly basis. Parents/carers are encouraged to take an active role in the annual review process and the overall planning and reviews of IEPs.

Therefore, we will implement a graduated approach to meeting the needs of all our pupils with SEND. This will be an integral aspect of the high quality teaching which will be commonplace throughout the school, differentiated for individual pupils. We will not take the view that additional intervention and support can compensate for a lack of outstanding teaching.

As noted above, such an approach will commence with a consideration of the details as set out in the pupil's EHCP. This overall approach will take the form of a four-part cycle: assess, plan, do, and review through which earlier decisions and actions are revisited, refined and revised to develop a growing understanding of the pupil's needs and of what supports the pupil in making at least good progress and securing at least good outcomes. This cycle draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to pupils' SEND. Such an approach will be inherent in all that we do and is emblematic of the work of all professionals in special schools.

Assess

The class teacher and other professional such as Teaching Assistants, school nurse, speech and language therapists, will engage in ongoing analyses of the pupils' needs. The assessment will also draw on other teachers' assessments, where relevant, the pupil's development in comparison to their peers and relevant national data, the views and experience of parents/carers, and the pupil's own views, where appropriate. We will take seriously any concerns raised by a parent/carer. These will

be compared with our own evidence. The assessment process will make full use of observation, and appropriate psychometric tests, and discussion with the parents/carers. Given the nature of the pupils' needs, there will be ongoing liaison with professionals such as those from health and social services, educational psychologists, and various therapists.

Plan

The class teacher and other professionals will agree in consultation with the parents/carers and the pupil (where appropriate) the teaching programme to be put in place, as well as the expected impact on progress, development, and behaviour, along with clear dates for various reviews. All teachers and other professionals who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. These will also be recorded in our school's management information system. We will always encourage all parents/carers to become involved so that they can reinforce or contribute to progress at home.

Do

The class teacher will have overall responsibility for working with the pupils on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will retain responsibility for the pupil. She/he will liaise closely with all the professionals involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

All pupils, regardless of their specific needs, will benefit from individually designed programmes which will include the setting of SMART (specific, measurable, achievable, relevant and timed) targets and regular reviews of progress leading to the revision of earlier targets.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the dates agreed when the programme was planned. The views of the pupil and parents/carers will be taken account of. The outcomes of this review will feed back into the analysis of the pupil's needs. The class teacher, working with other professionals, will revise the details of support in light of the pupil's progress, deciding on any changes to the support and desired outcomes in consultation with the parents/carers and pupil (where appropriate).

The Care Planning Regulations specify the frequency with which Care Plans are reviewed. We will ensure that the annual review of an EHCP coincides with one of

the child's Care Plan reviews. We will work closely with social workers to ensure that transitions from being looked after to returning home are managed effectively, to ensure continuing and consistent provision.

We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This will include reviewing and, where necessary, improving teachers' understanding of strategies to identify and support pupils with particular SEND. In order to do this, we will use a variety of techniques. Lesson observations by senior leaders can provide a 'snapshot' of teaching skills and used to assess, for example, embedded practices, assessment for learning practices, a teacher's ability to engage pupils and differentiate tasks, teacher-pupil relationships and behaviour management approaches. We will carry out these formal observations termly with prompt feedback and opportunities for discussion.

Peer group observations are also useful tools for professionals to discuss lessons and pupil outcomes. These will be arranged by the staff themselves and so can be used as a regular, but less formal way of improving teaching skills alongside supportive staff members.

As well as lesson observations, we will use planning and book scrutinies, pupil progress meetings, professional development and performance management to monitor, assess and develop teaching skills and so help our staff becoming outstanding professionals.

SECTION 5: SUPPORTING PUPILS AND FAMILIES

All parents/carers of pupils with SEND at our school are also our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- have knowledge of their child's entitlement as set out in the SEND Code of Practice
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about provision for their child.

To ensure that key communications with parents/carers are consistently effective, all staff will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents/carers and be aware of their feelings

- ensure that parents/carers understand the relevant procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed in good time before meetings; in particular, written reports will be sent to parents/carers and the local authority at the end of each term. Parents/carers are formally invited into school twice each year to discuss progress in addition to the Annual Review. The Annual Review is an opportunity for all of the people involved in working with a child to come together with the parents/carers, and the child, to discuss progress, plans for the following year and to raise any concerns. The annual review meeting is a person-centred process.
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents/carers themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

We will also ensure that all parents/carers and pupils have a full knowledge and understanding of the information which is provided by Local Authorities about services available for children and young people aged 0-25 who have SEND i.e. the 'Local Offer'. This will include details of those agencies which provide specific support and guidance to parents/carers of children and young people with SEND. We will also welcome the opportunity to be included in this 'Local Offer'.

We will make readily available to all interested individuals and groups, especially parents/carers, the SEN Report including on the school's website at [to be inserted when Report is available].

Similarly, we will make readily available our 'Statement of Provision' which sets out the admissions arrangements to our school, including on the school's website at [to be inserted when statement is available]. This statement makes clear that for a pupil to be admitted to our school, the school must be named by a Local Authority (LA) in the pupil's EHCP. Parents/carers wishing their children to attend the school can ask their LA to name the school in their child's EHCP.

Parents/carers and pupils have a right of appeal to the First Tier Tribunal (Special Needs and Disability) against a decision of an LA not to make an EHCP and about the content of an EHCP, including the school or other setting named in the EHCP or the type of school or setting.

We will work closely with parents/carers and the pupil to help manage the move for pupils into secondary education. Therefore, as part of each pupil's Annual Review in Year 5, a placement recommendation will be made to the LA. A range of professionals will be involved in the review process working closely with the parents/carers and the pupil in order to decide what their secondary school provision will be. Therefore, all decisions made will be in full consultation with the parents/carers.

Some of our pupils will have made good progress and move to an appropriate mainstream secondary school. Others may transfer to Manor High School, which has provision for pupils with additional complex needs including autism spectrum conditions, speech, language and communication difficulties, and physical disabilities. Other Local Authorities may offer provision more appropriate for individual pupils.

Individual transition plans will ensure that all the necessary information is given to the receiving school. Staff from the receiving school will be invited to participate in transition reviews in Year 6 and invited to meet the pupils in their own classrooms. Visits to the receiving secondary schools will be arranged to prepare and familiarise the parents/carers and pupils with the new buildings and adults.

SECTION 6: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Many of our pupils will have particular and longstanding medical conditions.

We will support these pupils so that they will have full access to education, including school trips and physical education. Therefore, the Proprietor will ensure that the Head Teacher consults health and social care professionals, pupils, and parents/carers so that the needs of pupils with medical conditions are properly understood and effectively supported.

We will work closely with health services for children with SEND which provide early identification, assessment and diagnosis, intervention and review for children with long-term conditions and disabilities. Services are delivered by multi-disciplinary child health teams, including paediatricians, psychiatrists, nurses, and allied health professionals. Every child who attends the school has an individual programme of therapeutic support.

The multi-disciplinary child health team provides interventions and reviews for children with SEND and will contribute to supporting key transition points. They aim to provide optimum health care for the children, addressing the impact of their conditions, managing consequences for the families, and preventing further complications.

Health professionals advise education services on managing health conditions such as epilepsy and diabetes, and the use of health technologies such as tube feeding, tracheostomy care, and ventilation in schools. They are able to provide an ongoing overview of health and wellbeing. They seek advice from paediatric specialists, when necessary, and facilitate training for education staff.

Therapists have important and specific roles in supporting children and young people with SEND, working directly with pupils, advising and training education staff, and setting programmes for implementation at home and in school.

In taking these actions, we will comply fully with our duties under the Equality Act 2010.

See our policy: 'Supporting pupils with medical conditions' which can be accessed on the school's website at [to be inserted when policy is available].

SECTION 7: MONITORING AND EVALUATION OF SEND

As described above, we will regularly and carefully review and so improve the quality of teaching for all pupils.

The Proprietor is fully aware of their responsibilities to continually evaluate the performance of the school, although most of the responsibility for this lies with the Head Teacher and the leadership team. The school has a Teaching and Learning Committee which receives reports on curriculum policies, schemes of work, and pupil progress. The Governors also receive full reports of pupils' progress as part of the termly Head Teacher's report and are encouraged to make regular visits to witness the work in school. A bi-annual survey of parents/carers is carried out to research levels of satisfaction related to pupil progress and school communication. The Governors are involved in the formulation of the School Improvement Plan.

The Head Teacher will review this SEND policy annually and where necessary, amend in the light of any changes in legislation, regulations or guidance. These changes will be brought to the attention of the Local Governing Body for their review and ultimate approval.

SECTION 8: TRAINING AND RESOURCES

A funded programme of ongoing continuing professional development (CPD) is in place to ensure that all our staff are fully able to respond to and meet the needs of each pupil. This programme will reflect the priorities as set out in the School Improvement Plan and associated school self-evaluation. Therefore, the priorities in the CPD programme will arise directly from those in the School Improvement Plan.

The staff appraisal process will also identify CPD priorities for individual staff and groups and categories of staff.

The school has the following principles when allocating resources to our pupils with SEND:

- resources are allocated according to the pupil's assessed needs, including positive discrimination to meet particular needs of pupils such as enhanced staffing and more resources.
- the school allocates a higher proportion of its budget to staffing than a mainstream school.
- each class has designated staff and the school has a commitment to training for all its staff.

The Proprietors ensure that funds are allocated appropriately through the work of the Resources Committee. Day to day management of the school budget is delegated to the Head Teacher. She works within the financial procedures laid down by the academy.

The main purpose of the Resources Committee is to assist the decision making of the Local Governing Body by enabling more detailed consideration to be given to the best means of fulfilling the Local Governing Body's responsibility to ensure sound management of the school's finances and resources, including proper planning, monitoring and probity.

There is a School Improvement Plan agreed by the Proprietor that is reviewed annually which indicates priorities for the organisation. These priorities will also influence the allocation of resources.

SECTION 9: ROLES AND RESPONSIBILITIES

As noted above, The Head Teacher has the overall responsibility for leading and managing the provision for all the pupils in the school.

Since all our pupils have SEND, as described above, all Governors will have the responsibility for ensuring the quality of provision for pupils with SEND.

The school's designated safeguarding lead is the Head Teacher.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is the Head Teacher.

The member of staff responsible for the effective allocation of pupil premium funding and the evaluation of its use is the Head Teacher, although in time this will be delegated to the Deputy Head Teacher.

SECTION 10: STORING AND MANAGING INFORMATION

We process personal data about our pupils and we are a 'data controller' in respect of this for the purposes of the Data Protection Action 1988. We process this data to:

- support pupils' learning
- monitor and report on pupils' progress
- provide appropriate pastoral care
- assess how well the school as a whole is doing.

This data includes contact pupils' details, assessment results, attendance information, characteristics such as ethnicity group, SEND, and any relevant medical information.

This data may only be used or passed on for specific purposes allowed by law. From time to time, the school is required to pass on some of this data to local authorities, the Department for Education, and to agencies that are prescribed by law, such as Ofsted, the Department of Health, and Primary Care Trusts. All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right to be given access to personal data held about them by any data controller. The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent/carer would normally be expected to make a request on a child's behalf if the child is younger.

Therefore, in accordance with the above, we will not disclose any details within an EHCP without the consent of the pupil's parents/carers with the exception of disclosure:

- to the SEN and Disability Tribunal and to the Secretary of State if a complaint is made under the Education Act (1996)
- on the order of any court for the purpose of any criminal proceedings
- for the purposes of investigations into maladministration under the Local Government Act (1974)
- to enable any authority to perform duties relating to safeguarding and promoting the welfare of children
- to Ofsted inspection teams as part of their inspections of schools and local authorities
- to the Headteacher (or equivalent person) of the institution at which the pupil is intending to undertake secondary education.

SECTION 11: REVIEWING THE POLICY

The Head Teacher will review this policy annually and where necessary, amend, including taking account of any changes in legislation or DfE guidance. These changes will be brought to the attention of the Proprietor.

SECTION 12: ACCESSIBILITY

We will comply fully with the requirements of the Disability Discrimination Act (DDA) 1995 so that all our pupils with SEND admitted to the school will have full access to the curriculum. This will include all enrichment activities, such as leisure and cultural activities, and school visits.

The Proprietor will meet all duties placed on them, for example, in terms of developing, revising and implementing an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Equality Act 2010. The will include consideration of how the school's physical environment and facilities can be improved further to ensure full accessibility by all pupils to the school's curriculum.

The physical environment will be important in setting the climate for learning. The school will have facilities to promote a sense of wellbeing and will provide a therapeutic environment as well as state of the art technologies in the classrooms such as touch screens and iPads. Outside, there will be safe enclosed spaces for play

When we communicate with pupils, we will take full account of their SEND such as communication difficulties. In particular, we will implement a Total Communication approach and will ensure that our routines and structures support the pupils to feel safe and happy. Communication will be supported through objects of reference, signing, use of symbols and assistive technologies. In our communications with parents/carers, we will take full account of their needs, including staff being readily available for telephone conversations and face to face meetings. The key contact for parents/carers will be their child's class teacher.

SECTION 13: DEALING WITH COMPLAINTS

The school has a complaints policy that is issued to all parents/carers on pupil entry and is included in the school prospectus which is located on the school's website at [to be inserted when prospectus is available].

SECTION 14: BULLYING

We recognise that, statistically, pupils with SEND are more vulnerable to bullying in the real and virtual world and less able to keep themselves safe or be aware of the bullying behaviours of others.

The school has an anti-bullying policy which states explicitly that bullying is wrong and that it damages pupils. The policy sets out details of what we will do to prevent bullying, especially by developing a school ethos in which bullying is regarded as unacceptable.

The policy also describes some specific strategies which can be used for dealing with targets of bullying where they have SEND and some specific strategies which can be used for dealing with those who are bullying where they have SEND.

We therefore aim to provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. Where bullying occurs, there will be a consistent school response to deal with this.

Monitoring and review

The implementation of this policy will be monitored by the Head Teacher, who will make an annual report to the Proprietor.

Approval by Mountwood Academy

Signed: _____

Date: _____

Review date: _____

This policy, signed by the Proprietor on behalf of Mountwood Academy, is held by the Head Teacher.

End of policy statement