



# MILLOM SCHOOL

## SEND and Inclusion Policy

### 2021/2022

A handwritten signature in black ink, appearing to read 'Clithal', is positioned above the 'Signed:' text.

Signed:

Date: 23<sup>rd</sup> September 2021

This policy must be reviewed every two years as a minimum.

# **Millom School Policy for Special Educational Needs and Disability and Inclusion**

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## Rationale

Millom School is committed to inclusion; providing high quality education, appropriate to all students in the local area. The school is aware that students learn at different rates, have different learning styles and are affected by a range of factors that may have an impact on achievement. The school promotes the ethos that education means more than academic attainment alone and involves the development of the whole student. This policy outlines the commitment Millom School has to ensure students who have special educational needs or disabilities are included in the school community. The school has adopted the view that it is our responsibility to help alleviate or remove the barriers to learning the student experiences so that the education and pastoral support they receive achieves the outcomes of Every Child Matters.

All members of staff in conjunction with the authorities have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of school life. Whilst they are entitled to take part in a broad and balanced curriculum, it is also important that their learning is personalised and their progress is recorded, valued and regularly reviewed.

The school supports the Index for Inclusion by

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.
- The needs of current students and prospective students are identified as soon as possible and appropriate teaching and learning are provided that will enable each student to reach their full potential.
- An inclusive curriculum which responds to students' diverse learning needs, ensures all students with and without disabilities or difficulties participate in the life and work of the school

- Staff ensure the SEN and Disability Act and relevant Codes of Practice and Guidance are implemented effectively across the school
- The approach to all students is based on a graduated system of assessment, plan, intervention, review made by staff to meet students' needs

## Definitions of Special Education Needs and Disability (SEN/D)

The SEND Code of Practice 2014 states that,

This statement refers to children who have a significantly greater difficulty in learning than the majority of children the same age.

'Every school is required to meet the SEN of the children and young people that they support. They must use their best endeavours to ensure that the necessary provision is made for any individual who has SEN and ensure that all children and young people engage in activities alongside their peers. They must also designate a teacher to be the SENCO and inform parents when they are making special educational provision.'

This may mean that the disability prevents or hinders a student from making use of the educational facilities generally provided for students of the same age.

'Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.'

The Disability Discrimination Act (DDA) defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal everyday activities.

## Provision

The school does not have a separate facility/unit (e.g. Resource Provision) for special educational needs provision but we do have a Student Support Hub which is a special educational needs base within school . We aim to provide access to a broad and balanced curriculum for all children and consequently any student identified as having a special educational need will be included into the curriculum with appropriate networks of support.

Students are supported in a variety of ways. Each department is responsible for the development of differentiated materials. The SENCo and team can offer in-class support in targeted curriculum areas and a withdrawal facility from a small number of lessons, led by teaching assistants.

Some students have an Education Health Care; they have received additional funding from the LA, the exact amount being determined by a package formula operated across the Authority. Statements of SEND have been replaced from 1 September 2014 with Education, Health and Care Plans (EHCPs).

## **Inclusion / Admission arrangements**

The school ensures that all students have access to a broad and balanced curriculum and that the programme of study is flexible enough to meet every student's needs. No student will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads to inclusion.

Millom School uses a range of assessment procedures to ensure all students can demonstrate their achievement appropriately. Materials can be adapted for students with specific difficulties. Alternatives to recording by handwriting can also be arranged. There is an aim to improve "the physical environment of the school to increase the extent to which disabled pupils, staff and visitors, can take advantage of education and associated services" ( Implementing the DDA in schools-2006)

Although some areas of the school are accessible to those with mobility issues not all areas are conducive for access using a wheelchair. Millom School has a separate Accessibility Policy.

School admissions are the responsibility of the Local Authority which will not discriminate on the basis of special educational needs. Decisions about admissions are made by the Local Authority, not the school. Parents who wish to nominate Millom School for their child who has a special educational need should visit the school before making their application, to discuss the needs of their child and the provision the school would be able to make to meet those needs. Such a discussion is essential under the Equality Act 2010 and will help the school be successful in meeting the needs of the student.

### **Local Offer**

The Children and Families Act is now in place and requires the school to make an offer of support public on the Cumbria County Council website to those children or young people who may have Special Educational Needs.

## **Roles and Responsibilities**

### **Responsibility of the Governors:**

- To review and agree the school's SEND and Inclusion Policy
- To ensure, through the appraisal process, that the Head of School sets objectives and priorities in the school development plan which includes provision for SEND
- Reporting annually to parents on the school's policy through the website

### **Responsibility of the Senior Leadership Team:**

- To ensure equal opportunities for all students and staff
- To work to removing barriers to learning and participation
- Develop the maximum potential of each student and member of staff to the full
- Ensure that students with SEN or disability are perceived positively and their input to school life is valued by all members of the school community
- Recognise that the responsibility for teaching students with special educational needs and disabilities lies with all members of staff
- To ensure all staff have access to appropriate CPD opportunities.

### **Responsibility of the SENCo:**

- To develop and maintain effective communications with all identified SEN students, teaching and learning support staff, parents and external specialists to discuss needs, provision and appropriate networks of support.
- To ensure that targets arising from meetings and reviews will be used to inform and support class approaches to inclusion
- To support departments in planning for students with SEN/D
- To help ensure the learning of students with SEN/D is delivered through high quality teaching, including a differentiated approach, but where required additional support is provided by the SENCo and by Senior Teaching Assistants, Teaching Assistants and Learning Mentors
- Recruiting and deploying a Learning Support Team
- To review the support timetable regularly throughout the year, and make amendments as changes arise in need
- To liaise with outside agencies and share developments in order to contribute to reviews and inform planning
- To deliver staff training on SEN/D issues and inclusion
- To help develop the students' voice and ensure the students are being listened to and being involved in the planning and decision making that affects them
- To ensure a full working partnership with all those with parental responsibility
- Identifying students with SEN/D by timely use of SEND Early Help
- Assess students' needs and difficulties
- Work with a qualified assessor to implement diagnostic assessment to inform exam access arrangements
- Formulate effective strategies to use with students, their, family and appropriate agencies
- Collaboration with relevant professional support agencies and the LA
- Drawing up, reviewing and monitoring Pupil Profiles
- Monitor the progress of all students with SEN/D to identify needs as they arise and provide effective and timely support
- Provide specific, personalised input, matched to individual needs, in addition to differentiated classroom provision and learning support in the classroom, for those students who require additional support

- Timely liaison with primary partner schools, work placement and post school providers
- Attendance at Reviews for students with SEN/D in Y5 and 6 who will be considering Millom School as their next step in education
- Enable students to transfer from secondary school to further education or work with functional literacy and numeracy skills and a degree of social independence

### **Responsibility of the HOD and Teaching Staff**

- To recognise that the responsibility for teaching students with special educational needs and disabilities lies with all members of staff
- To develop an appropriately differentiated curriculum
- To adopt appropriate teaching and learning styles
- To build into their daily lesson plans how they will implement Learning Support
- Ensuring appropriate teaching resources are used

### **Responsibility of the Teaching Assistants**

- Support students with SEND and the wider school population
- Monitor progress against targets using Monitoring Progress Records
- Assist with drawing up individual plans
- Contribute to the review process
- Work with small groups or individuals in or out of the classroom under the direction of the class teacher or SENCo
- Support students on Educational Visits
- Joint planning with teachers where appropriate

### **Responsibility of the Learning Mentors**

- Liaising with staff to identify learners who would benefit from mentoring
- Helping learners who are underperforming in their subjects, either on a one-to-one basis outside the classroom or within lessons
- Implementing strategies and supporting learners in self-esteem and confidence-building activities
- Listening to and helping learners resolve a range of issues that are creating barriers to learning
- To help safeguard children who are prone to self-harm
- Drawing up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress
- Monitoring attendance and punctuality of learners
- Liaising with parents to discuss issues and problems
- Suggesting behaviour strategies and parenting skills
- Networking with other staff and relevant external agencies

- Liaising with relevant professionals and individuals, e.g. CAMHS, the police and social services
- Organising drop-in 'offload' sessions for learners, where they can talk about a particular issue
- Providing supportive activities such as anger management
- Maintaining accurate records and preparing written reports and evaluations
- Providing information/evidence to form assessment for Early Help or SEND Early Help
- Attending/leading Team/Family Around the Child Meetings/Early Help (EHA) Meetings
- Managing own professional development through undertaking relevant training and sharing best practice with other learning mentors
- Helping with transition activities for learners moving to secondary schools or on to further education

## Identification, assessment, and review of SEND students

The school's core curriculum is inclusive and differentiated and allows most students to achieve their potential without additional support as it

- Sets suitable learning challenges
- Responds to students' diverse learning needs
- Overcomes potential barriers to learning

However, it is recognised that some students who have additional needs may need additional or different support to that normally adopted using a differentiated approach.

### Identification:

- Directors of Learning and Standards, Heads of Department or subject teachers consult with the SENCo when evidence gathered through the normal assessment and monitoring arrangements raises concern about a student's progress or they have concerns over access arrangements.
- A student may also refer themselves or parent/carers may consult the SENCo with regard to concerns which may involve diagnostic assessment of the student. This assessment will usually be carried out in school by the SENCo, which may lead to further assessment by a specialist e.g. Educational Psychologist.

The following triggers for concern are described in the SEN Code of Practice (Secondary 6.49. 6.64)

- Continue to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of pupil of a similar age.
- Continues to have difficulty in developing literacy, mathematics or social skills.



- Have emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Dependent on the nature of the concern, The Code of Practice gives examples of where the school needs to take action to

- Close the attainment gap between the student and the student's peers
- Demonstrate an improvement in self-help, social or personal skills
- Demonstrate improvements in the student's behaviour

## Assessment

When a child has been identified as having a special educational need/disability the SENCO will consult with the student, his/her parents/carers, teachers and support staff. The student, parent/carer and key staff (often led by the SENCo) will identify the student's needs, strengths and areas of concern using SEN/D Early Help Framework for Assessment. Outside agencies will be identified and a referral will be made.

Targets and strategies will be agreed that both the student and staff can focus on in teaching and learning and resources will be differentiated appropriately, thus allowing full access to the curriculum. Progress will be assessed, monitored and reviewed on a regular basis. Where a child has an Educational Health Care Plan, this will also involve a comprehensive and detailed review which will take place on an annual basis.

## Graduated response

Teaching students with SEND is a whole school response. Every teacher responds to a continuous cycle of planning, teaching, learning, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.

The SEN Code of Practice recommends a graduated response to pupils with special educational needs

The type of support is provided to enable the student to achieve appropriate progress. Provision is identified and managed by the SENCo but will be planned and delivered by teaching staff and support staff.

**Wave 1** – Quality First Teaching by all teaching staff

**Wave 2** – Initiated when students have failed to make adequate progress as identified by the assessment arrangements (often students will be given small groups sessions)

Criteria for Wave 2 include:

- Low literacy and numeracy scores
- Below expected progress in KS2 SATs
- Teacher's observations and comments of concern
- Concerns from parents/carers

Provision from the school's resources is identified to help meet the student's needs.

Interventions can be:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions
- Appropriate teaching groups /sets
- Catch up sessions

### **Wave 3**

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services using SEND Early Help Assessment framework.

This may result in

- Providing specialist assessments e.g. from Educational Psychologist
- Gaining advice on teaching strategies or materials from specialist advisory teachers
- Training for staff
- Support for staff
- Pupil Profile being revised and new strategies put in place

### **Statutory Assessment / Education, Health and Care Plan**

If a student fails to make adequate progress and has shown a significant cause for concern, the school and/or a parent/carer may decide to request the LA undertake a statutory assessment. This may lead to the student having an EHC plan. Some students who have been through this system will still be operating under an EHCP.

Working from the allocation of support recommended in the EHCP, the SENCo timetables support and works closely with staff on how effectively Teaching Assistants and Learning Mentors can be utilised.

Education, Health and Care Plans operate from 0-25. At 16, a young person will be consulted directly about their support. The approach is person-centred and understands how important the views of the student and their family are in this decision making process. It ensures close co-operation between education, health services and social care.

Students with an Education, Health and Care Plan will be reviewed annually, in addition to the ongoing review of their progress and specific support through their Pupil Profile. Students' and parents' contributions are key to this assessment. Contributions are invited from specialist advice services and those people working with the student. Key parties will attend the review.

The SENCo currently attends Educational Health Care Plan reviews at KS2.

Pupils moving from KS3 to KS4 who have an Educational Health Care Plan will attend a transitional review meeting where Inspira will provide a plan for the student's proposed career guidance post 16.

## **Pupil Profiles**

The pupil profile is drawn up by the student, family, SENCo and key members of staff to enable staff to understand more about the student and how they can support him/her in their learning and how the student can most effectively help him/herself.

It includes

- Personal details of the student
- Photo of student
- SEN status
- Effective strategies to support the student provision to be put in place
- Access Arrangements
- EHCP/K-SEN targets

It is written in the first person indicating

- Student's needs
- Student's strengths
- Student's difficulties
- Strategies staff should use
- Strategies student uses
- Student's learning targets

Additional support is provided which will trigger interventions that are additional to and different from those provided by the school's differentiated curriculum. The SENCo

will consult with parents/carers, students, teachers, learning mentors and teaching assistants to ensure all parties are aware of the learning targets and strategies identified in the plan and each person's contribution to the pupil profile's implementation.

## **Review**

Millom School monitors and reviews progress in order to judge whether students are making improvements. Targets are reviewed after an appropriate period of time to ensure a judgement can be made about their effectiveness. Interested parties are invited to take part in the review and target-setting process.

When there is evidence to suggest that a student is making insufficient progress despite support, the SENCo will seek further advice, with the parents'/carers' or child's permission, from external specialists, including specialist advisory teachers, educational psychologists.

The SENCo will keep key parties involved and informed about any interventions. The support at this next stage may be more intensive. Monitoring and reviewing of progress of targets in the Pupil Profile will be reviewed at an appropriate period of time

All review meetings with parents/carers will highlight strengths as well as areas where there is room for improvement. Parents/carers as well as the student are invited to contribute their views to the review process and suggestions are made at meetings as to how targets can be achieved both at home and school and how outcomes can be monitored and reviewed.

Apart from the formal opportunities mentioned above, parents are encouraged to review their child's progress by monitoring books, responding to school reports, using their child's school planner to write messages to staff and by attending parents' evenings. We would also encourage parents to contact school and arrange to visit whenever they feel there is a specific need. We believe education is very much a partnership and welcome parents at any time.

## **Transition**

Transition arrangements are ongoing throughout the year and a timetable is in place to ensure the successful transition of all students. In addition to support SEN/D students:

- Information relating to students' difficulties and plans are gathered from the feeder school by the SENCo and Director of Learning for KS3
- In the summer term the SENCo and, where appropriate, a link Teaching Assistant or Learning Mentor visits the feeder primary schools to meet the students who have been identified as having difficulties
- Y5 and Y6 pupils from feeder primary schools attend secondary school in the summer term for taster days

- Visits are also arranged in the summer term for smaller groups of Y6 SEN and vulnerable pupils which provide informal assessment opportunities
- Some students may need an enhanced transition where more frequent visits are made to both the feeder school by the staff from secondary school and the student and TA to the secondary school
- Key information relating to SEND students is disseminated to staff through the school information management system and staff briefing, SEND sharing of good practice meetings, Pupil Profiles.
- During the first half term in Y7 all students are assessed online using the Cognitive Abilities Test. The CAT scores are analysed for the purpose of comparison with national norms and to provide baseline information. CAT scores are available for all staff electronically via SIMS. The CAT scores can alert the SENCo to students who may need assessing and/or monitoring
- The progress of all students is regularly monitored and reviewed

## **Exam Access Arrangements**

The SENCo collects evidence when a referral is made for exam access arrangements to ascertain an initial picture of need. She then conducts a diagnostic interview and assessment where appropriate in conjunction with qualified assessor. The student may require additional diagnostic assessment from Specialist Assessors e.g. for Dyslexia, Dyscalculia, Dyspraxia, ADHD, ASC. Dependent on the outcome of the assessments, a student may be eligible for example; Extra Time or the use of a Word Processor, Scribe or Reader.

## **Collaborative Working**

Millom School is committed to working in partnership with all those involved in the education and welfare of the students. The Educational Psychologist and Specialist Advisory Teachers visit the school on request through completion of SEND Early Help. Other outside agencies from health and private agencies may also contribute to meetings as well as working directly with students. Both the School Nurse and Inspira work with students in school on a regular basis. Child and Adolescent Mental Health Service (CAMHS) work with some of our children. In addition, Millom Children's Centre hold regular Resilience Training sessions within school.

Parents/carers will be involved at all stages of the education planning process and staff and parents/ carers will work together to support all students identified as having additional needs. Parent Partnership are also available to help parents make difficult decisions or clarify situations.

We work very closely with our partner Primary Schools, particularly with regard to transition, developing curriculum links, sharing approaches and policies and meeting parents of future pupils. The SENCo attends Year 6 and Y5 EHCP reviews by invitation from the partner school. The SENCo at Millom School meets regularly with Primary Headteachers who are also SENCos. We are also part of Joint Strategic Committee

in Millom, made up of Millom School and the feeder primary schools to share good practice and aid transition.

## CPD

Continuing professional development for staff is an important element of our work. Some is school based, some with County or drawing on external expertise and some is done jointly with partner Primary Schools. CPD helps the school to link whole-school and subject development plans and targets.

CPD may be of a whole-school nature; pertain to a specific subject area; be directed at an individual teacher or member of support staff; or be focused on a specific need.

THE SENCo attends regular SENCo meetings to update and revise development in Special Educational Needs and Inclusion.

Current SENCo holds the:

- National Award for SEN Co-ordination (University of Cumbria)
- Bachelor of Arts Honours (University of Lancaster)
- PGCE Secondary Teaching (University of Cumbria)

Training for the whole school is matched to individual's personal development targets and the school's targets relating to SEN and inclusion issues included in the School Development Plan.

## Complaints

The school's complaints procedures are summarised in the school prospectus.

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution.

**Mrs Sarah Morton is the SENCO at Millom School and is happy to answer any queries regarding SEND issues.**