

Mercia School

Special Educational Needs (SEND) Policy



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This policy has been approved by the Local Governing Body and has been signed by the Chair of Governors	
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Date of Review	July 2019



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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



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1. Legislation and Guidance

This document outlines our priorities and provision for pupils with Special Educational Needs which follows the SEND Code of Practice (2014). All our policies relating to SEND also comply with the following legislation:

- Part 3 of the Children and Families Act 2014, Section 69 (2).
- The Special Educational Needs and Disability Regulations 2014, Regulation 51 and schedule 1.
- Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years'.

2. Objectives

At Mercia school we strive to ensure excellence of provision for all students no matter what their starting point or special educational need and have high aspirations for all.

Mercia School endeavours to meet the SEND needs of individual children by:

- Identifying those children who have SEND as soon as possible;
- Providing evidence-based interventions at a suitable level when a child is identified as having SEND;
- Use resources effectively to support children with SEND;
- Assess and track the progress of children with SEND;
- Work with outside agencies who provide specialist support and teaching for children with SEND;
- Inform and involve the parents of children with SEND;
- Encourage the pupils' involvement in the meeting of their needs;
- Provide ongoing training for all staff to ensure all pupils with SEND receive quality teaching.

3. Definitions

The Children and Families Act (2014, part 3) states:

"A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or;*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.



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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.

We adhere to the Equality Act (2010), which states (Part 6, Chapter 1) that schools have a “duty to make reasonable adjustments” for children with SEND, and that schools “must not victimise a person” on the basis of disability or Special Educational Need.

We work hard to create a fully inclusive environment and abide by all guidelines laid out in the Equality Act (2010).

4. Roles and responsibilities

4.1 The SENCO and Accelerated Learning Lead

The named SENCO is the Mercia Learning Trust Director of SEND, Mrs J Stevenson. The school has a full-time specialist English teacher with responsibility for Accelerated Learning, who ensures provision and intervention is tailored to individual student’s needs. The SENCO and Accelerated Learning lead will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the approach to providing SEN 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;
- 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 SEN up to date;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- To ensure the local authority are informed of the annual review and are responsibly informed if there are significant changes in the child provision. The EHCP is then amended by the local authority and sent back to the school.



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4.2 Class teachers

All the teachers at Mercia School are teachers of children with SEND. As such the school adopts a whole school approach to SEND which involves all staff adhering to models of best practice. We are committed to identifying and providing for the needs of all children in an inclusive environment.

The school operates an equal opportunities policy; all children, regardless of need or SEND status, are afforded the same rights as other children, as per the 2010 Equalities Act.

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- liaising with the Accelerated Learning Lead to review each pupil's progress and development.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

4.4 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

5. Access to the Curriculum

At Mercia, we prioritise teaching a knowledge rich curriculum. Quality first teaching ensures that every child, regardless of need, is supported to recall and apply knowledge over time.

Our approach to teaching is underpinned by the latest research into how the mind learns. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons. Pupils with special educational needs benefit enormously from these approaches, as the structured setting, clear explanations and carefully sequenced sets of examples aid understanding.



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Furthermore, pupils with SEN benefit from extended practice as this supports retention of knowledge. All teachers use the following strategies:

- Before lessons, teachers anticipate misconceptions and areas individuals are likely to find difficult;
- At the start of lessons, teachers recap the previous learning episode and clarify any misconceptions through feedback;
- During lessons, teachers test understanding and support pupils to remember content through use of practice drills, recital and chanting.
- Teachers make use of robust summative and formative assessment to check and monitor pupils' understanding;
- Teachers monitor pupils with slower processing speeds and low literacy levels and feed back to the Accelerated Learning lead as appropriate. Furthermore, some pupils will have additional teaching in order to secure foundations, opening the gateway to other curriculum subjects.

Pupils identified requiring additional support during baseline testing are placed in our bottom band for Maths and Science in year 7. These pupils receive the same curriculum content as those in other streams, but teachers build in more time for practice and consolidation to support memorisation. If pupils fail to master content in weekly tests, they receive additional support in Mastery time and self-study sessions.

6. Identification

All pupils are screened at the beginning of year 7. The assessments provide us with robust data about each child's current ability in reading, writing and numeracy. Children highlighted as being below the expected level in these areas are given further testing to ascertain precisely where support is needed.

Children who are below the expected level in English and mathematics are not automatically identified as having SEN but are provided with the teaching they need to make the progress required.

It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEND. We investigate concerns raised by parents and involve them in the identification process where they believe their child is struggling or has additional needs.

7. Meeting Needs

Meeting the needs of pupils with SEN is a whole school responsibility and priority. Teachers have been trained to understand the needs of every pupil and to systematically and thoroughly review the progress each pupil is making during lessons and over time.

The Senior Team and governing body review and monitor progress of pupils with SEN. The Accelerated Learning lead oversees the implementation of interventions which are tailored to individual need.



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Interventions may include:

- Additional one to one or small group literacy and numeracy support
- Team Teaching
- Literacy programmes
- Additional small group support sessions after school
- Small group communication classes for pupils with language communication difficulties

Interventions will take place during Mastery Time, self-study sessions and other non-lesson time. Pupils will not be taken out of core curriculum lessons. However, those requiring support from external providers such as, Educational Psychologist and Children and Adolescent Mental Health Services (CAMHS) may be taken out of lesson, if the appointment cannot be avoided.

Where necessary, individual learning plans are created for pupils in need of the highest levels of support. These are created in consultation with parents and pupils and are tailored to individual pupils' needs.

8. Record Keeping

Up to date records for all children with SEND are kept by the SENCO and Accelerated Learning Lead and shared with parents and any other relevant professionals when necessary. All provision is recorded and monitored, and targets are regularly set and evaluated by professionals, parents, and the pupils themselves.

Pupils with a EHCP or statement will have their annual review forwarded to the local authority to externally verify on progress and provision of the child in question.

9. Staff Training

All staff receive tailored training according to the needs of our pupils each year.

10. Further information

Information about Sheffield Council's strategy for pupils with SEND can be found here: <https://www.sheffield.gov.uk/home/schools-childcare/children-specialist-educational-needs.html>

The Sheffield Local Offer can be found here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUml>

Responsible Persons

Headteacher: Mr D. F. Webster

SENCO: Mrs J Stevenson

Accelerated Learning Lead: Miss D Harvey

Governor: Mrs R Dodds