

MOSSLANDS SCHOOL

Per Scientiam ad Meliora



Through Knowledge to Better Things

INDIVIDUAL NEEDS POLICY

Policy statement on equality and diversity

The School will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief, and sexual orientation.

Equality and diversity are integral to the School's priorities and objectives. We will support inter-faith and inter-cultural understanding and engage all students in playing a full and active role in wider engagement with society.

Aim:

To ensure equal access to all areas of the curriculum so that the needs and potential of all students are met within a caring and protective environment.

Objectives:

To identify the individual needs of each pupil.

To continually assess, monitor and review the needs of each pupil.

To enable each pupil to achieve their potential.

Ethos:

To create a caring, safe environment. To promote trust and confidence for both pupils and parents alike.

Governing Body:

The governing body ensure a coherent policy by:

- Identifying a named Governor with responsibility for SEN. (Tara Hewitt) This is reviewed annually.
- Identifying a school co-ordinator for SEN. (Mrs Sheila Coats, Assistant Head Student Services; Mrs A Carruthers, Manager of SEN Provision, Mrs Helen Lubbe, Lead Teacher for Special Educational Needs)
- Identifying a member of staff within each faculty as a link person with responsibility for liaison on matters SEN. (see Link Staff).

The small group provision

In each subject area and each year group the pupils who have difficulties with that subject area are taught in smaller teaching groups. These pupils have often been identified as likely to benefit from additional help and support given by specialist staff.

All staff have a responsibility for the pupils with SEN within the school. This includes managing and developing the school's SEN policy. Staff are given an SEND Staff Handbook to guide them with pupils with SEND and this is shared on the Shared Network area- G Drive.

Teaching staff are all required to complete a provision map for each class that they teach to identify the needs of the class and what strategy they are employing for each child's identified needs. This is reviewed termly as part of their reporting processes, and they evaluate whether a strategy works with a pupil or if they need to adapt their classroom provision in order to enable the pupils to make adequate progress.

Academic progress of pupils with SEN are monitored by the Lead Teacher of SEN, along with the rest of the Student Services Team, year staff, teaching staff, Teaching Assistants and external agencies.

Staff

Mrs Sheila Coats	Assistant Head (Student Services)
Mrs A. Carruthers	Manager of SEND Provision
Mrs Helen Lubbe	Lead Teacher of SEND
Mrs Sam Denheyer	Pupil Support Co-ordinator
Miss Claire Owens	Family Support and Wellbeing Co-ordinator
Mrs J. Kewin	Learning Support Assistant- D & T
Mrs M. Oldfield	Learning Support Assistant- Creativity
Miss Louise Kelly	Learning Support Assistant- Communications
Mrs W. Roberts	Learning Support Assistant- Maths (Part Time)
Mrs Anna Safadi	Learning Support Assistant- Humanities (Part Time)
Mrs Helen Hodgson	Teaching Assistant- Maths (Part time)
Mrs Karen Rowlands time)	Teaching Assistant- Humanities (Part
Mr Mike Lam	Teaching Assistant and STEM Co-ordinator- Science.

Link Staff

Each faculty has an identified member of staff with responsibility for liaison on matters SEN. The Lead Teacher for SEN will lead the faculty link staff meetings.

The named person has responsibility to:

- ensure that their faculty is informed of pupils with SEN, and that appropriate teaching and learning strategies are in place.
- ensure that their faculty regularly addresses SEN issues.
- attend Link Staff meetings.

The Link Staff are

Miss Stanaway	Communications
Mr D. Burns, Mr W. Blessing	Maths
Miss Ruth Beddall	Science
Mr J. Potts	History
Mrs Helen Lubbe	DT
Miss Robbins/ Paul Jackson	Creative Arts
Mr M Wooding	Personal Development

Identification and Provision

Places will be allocated at the school for which parents have expressed preference provided there are sufficient places within the standard admission numbers. This is in keeping with LEA admissions policy.

Pupils are initially identified from LEA, Primary school and parental information.

Pupils will undertake key assessment tests during the first half term of Year 7 to ensure correct identification and placement.

Pupils with SEN are regularly monitored and reviewed.

All pupils with SEN and Health needs/ Medical conditions will be recorded on the Individual Needs List maintained by the Manager of SEND Provision and the Lead Teacher of SEN. Any specific interventions are recorded and monitored on an internal Intervention Plan system which is available to all staff and parents on request. Regular logs of progress towards targets is made and reviewed.

Dependant upon information received, pupils with SEN may be placed in the small group provision. This placement is a continuously reviewed provision.

The school policy on identification and assessment of pupils with SEN follows the guidelines laid down in the SEND Code of Practice 2014
This can be found at;

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The new SEN Code of Practice

The SEN Code of Practice is being revised in parallel with the bill to reflect the new provisions. The new code will replace the current code of practice, the learning difficulties assessment guidance and the inclusive schooling guidance, and will be reduced in length while still containing the essential information that schools, colleges, LAs and others need.

The most significant change in the new code of practice is that it will be a new single piece of statutory guidance on special educational needs that reflects the new 0-25 system, bringing together guidance on what are currently two different systems (the pre-16 SEN system and post-16 LLDD system) into one consistent system.

It will include information on the provisions set out in the bill such as the local offer, personal budgets, joint commissioning, assessments and education health and care plans and for the first time the FE sector will be included in the list of organisations that must have regard to the code when carrying out their duties in relation to young people with SEN.

SEND Resources

The Provision Manager and Lead Teacher for Special Educational Needs will liaise with Directors of Learning to ensure that SEN resources are distributed to best meet the educational needs of pupils with SEN.

Inset

The Lead Teacher for SEN will identify INSET for staff individually via Performance Management System or collectively according to the need of the school, the pupils and staff. The Provision Manager will co-ordinate the arrangements for training of TA's and any cover required.

Parents

Parents are encouraged to take an active part in their son's education. This commitment is developed through Parents' Evenings, Parents Meetings, Individual Pupil Passports, Annual Reviews as well as more informal contact. The school will actively develop the role of parents in partnership with teaching staff to further the education of pupils with SEN.

An informal 'Parent Drop in/ Coffee morning' will be held regularly, where parents can come along for an informal chat over a cup of coffee. Each session will have a set theme for parents to explore the provision on offer at Mosslands School. This will be led by the Family Support and Wellbeing Co-ordinator of the school- Claire Owens.

There will be representatives of the SEN department available at Parents Evenings to discuss individual pupil's SEN Provision.

Complaints

If you have a complaint about the school, you should first discuss it with a teacher or the Head Teacher.

All schools have a formal complaints procedure in accordance with the School Standards and Framework Act 1998.

The Council's [School Complaints Procedure Guidance](#) suggests a four-stage process to manage complaints from parents or guardians, pupils, governors, and the general public.

The first stage of the process is informal. The final stage involves an appeal to the school's governing body.

The school also supports the Disagreement Resolution policy developed by the Code of Practice. Most complaints are settled quickly and informally at school level. A complaints procedure exists for those parents who wish to pursue a complaint, unresolved at school level, through more formal channels.

External Support

The Provision Manager will co-ordinate the appropriate external provision for pupils with SEN.

This provision includes:

Hearing support

Vision support

Kilgarth Outreach

SESS (Special Education Support Service)

Joseph Paxton Campus- Hospital School and Home Teaching Service

Minority Ethnic Achievement Service

LACES (Looked After Children Education Service)

Medical & Physical Needs Team

Physiotherapy

Occupational Therapy

Speech and Language Therapy

Non Teaching

The school is in appropriate contact with external support agencies. This provision includes:

Education Social Welfare

Youth Liaison Officer (Police)

Social Services

Child and Family Services (Adcote House)

Response

Counselling Services

Careers Advice

Transition Arrangements

In conjunction with Head of Year Staff, pupils with SEN will be inducted into Mosslands by the Student Services Team.

Links with other schools

The school actively promotes links with other schools in the primary, secondary and special school sector.

Review

The school's SEN policy is subject to continuous evaluation and an annual review.

Next Review- July 2015

SEN Staffing

September 2010

Mrs Sheila Coats	SAC	Assistant Head (Students Services)
Mrs A Carruthers	ACC	Manager of Individual Needs Provision
Mrs H Lubbe	HSL	Lead Teacher for SEN
Mrs Anna Safadi		Teaching Assistant
Mrs Wendy Roberts		Teaching Assistant
Mrs Margaret Oldfield		Teaching Assistant
Mrs Joanne Kewin		Teaching Assistant
Mrs Helen Hodgson		Teaching Assistant
Miss Louise Kelly		Teaching Assistant
Mr Mike Lam		Teaching Assistant/ STEM Co-ordinator
Mrs Karen Rowlands		Teaching Assistant/ Resource Assistant

Admission Arrangements

Identification and Assessment

Prior to entry to the school Senior Staff visit feeder schools to collect information on all pupils. Pupils with SEN are referred to the SENCO.

The Provision Manager and Lead Teacher for SEND attend liaison meeting, organised by the Authority, between primary and secondary SENCOs. Further information is collected and collated following discussions with primary SENCOs and other support staff.

Provision Manager or other support staff visit any special school feeding pupils to Mosslands to discuss pupils with teaching staff and meet pupils in order to aid assessment of pupils' difficulties.

Other feeder schools may be visited if information gathered at this stage is insufficient or missing or there are pupils with statements within these schools.

Senior staff, using information collected, and in consultation with the SENCO draw up form lists.

Provision Manager and Specialist Teachers attend new parents' evenings, which affords the opportunity to meet parents and discuss pupils' needs.

Induction day presents more opportunities to assess individual pupils' difficulties.

The Provision Manager processes all information on pupils identified as having SEN and passes information to all staff for September.

The Individual Needs register is compiled by the Provision Manager.

On entry to the school, at the earliest practical opportunity, all Year 7 students are screened in aspects of literacy, numeracy and verbal and non-verbal reasoning. These results, in combination with staff input, may result in reassessment of individual needs.

Any pupil entering the school after the beginning of Year 7 will be similarly screened and information from the previous schools sought in order to identify SEN if any exist.

These arrangements are subject to constant monitoring and review.

ASSESSMENT OF S.E.N

Mosslands School Special Needs Assessment

Year 6

- Senior staff visit feeder schools to begin to collect information on all pupils. Those pupils identified by feeder schools as having Special Needs are identified. This information is passed onto the Provision Manager.
- Provision Manager and Lead Teacher for SEND attend liaison meetings organised by the authority between primary and secondary SENCO's. This will act as a first follow-up to the initial information collected by senior staff.
- Senior staff to organise form lists for new intake. Provision Manager consultation on small group provision
- Provision Manager processes all pupil information to all staff. Any pupils for which information is missing or insufficient will be followed up by the Provision Manager. Visits to feeder schools maybe necessary.
- Provision Manager and Specialist Teachers to attend new parents evening as well as induction day.
- Individual Needs Register to be compiled by Provision Manager for the new intake.

Year 7

- Testing to take place as soon as possible in the new term.

Tests to include:

Reading NFER

Vernon spelling

Lucid Exact

Star Reading Test- Accelerated Reading

TRUGS Assessments- Assessments of Phonics stage of development

CATS 4

Key Stage 2 SAT results to be included

- These results plus staff referrals from English, Maths and Science will form the basis of any pupil movement at this early stage of the academic year. Consultation with House Staff and the Deputy Head (KS3) will confirm any pupil movement
- Parental contact throughout this procedure is the responsibility of the Head of Year teams, unless there is a Special Educational Need

identified. This would be communicated by Allison Carruthers or Helen Lubbe.

- Individual Needs Register to be up-dated
- Further testing may take place in January
- End of year examinations. Results, grades and reports to these May examinations to be collated during June and July. Pupils may undertake progress and optional tests
- Results from all tests plus examination results and professional opinion to be the basis of Year 7 transfers to different classes/ sets.
- Head of Year Team to co-ordinate this process with parents
- Individual Needs Register to be up-dated with all results plus school reports.

Year 8

- Testing to take place in Reading, Spelling and Mathematics in October of the academic year, also Lucid Exact testing is repeated, giving us data on reading skills and spelling skills and speed of handwriting and typing.
- Parental contact throughout this procedure is the responsibility of Head of Year, unless a Special Educational Need is identified. Allison Carruthers or Helen Lubbe would communicate with parents regarding this.
- Individual Needs Register to be up-dated with these results and transfers to alternate teaching groups
- End of year examinations will take place in May. Results, grades and reports to be collated during June and July. Progress and Optional tests to be used appropriately

Year 9

- Year 9 examination results and optional SAT scores will be a useful guide-line for further change, if necessary, to the SEN Register. Lucid Exact re-tested in the autumn term to check for any difficulties.
- Individual Needs Register up-dated with this information at the end of the school year
- Pupils are advised on their options and given a guideline 'pathway' to follow- academic inc GCSE's or more vocational with BTEC's and some GCSE's.

Year 10 and 11

- As GCSE and BTEC courses have begun it becomes impractical to transfer students during these important months

- All grades and reports during this time are to be collated
- In the Autumn term of year 10 Assessments for Access Arrangements for exams are completed with the whole year group. This is to identify if any pupils will require additional support in their exams.
- Access Arrangements include-
 - Reader
 - Computer Reader
 - Extra Time
 - Transcript
 - Scribe
 - Word Processor
 - Prompt
 - Read aloud
 - Separate Room
 - Others based on individual needs

The criteria for being awarded an access arrangement follows strict Regulations set by the JCQ and all applications need to be registered with the exam boards for all external examinations. The booklet can be downloaded from;

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

Applications for Access Arrangements are made by Allison Carruthers, who has the responsibility to assess the needs of the pupils and make applications to the exam boards to ensure that all pupil's needs are met in examinations.

JOB DESCRIPTIONS

Job description
The Mosslands school

Post Title	Manager of Special Educational Needs Provision
Reporting to	Sheila Coats
Grade	
General Responsibilities	
<ul style="list-style-type: none"> • To ensure a duty of care at all times to safeguard and promote the welfare of all students. • To work within the schools equal opportunities policies to promote equality of opportunities for all students and staff. • To actively support and promote positive professional and curriculum links across the school. • Liaise with local primary schools to ensure a smooth transfer of pupils into Year 7. • Liaise with pupils and parents to ensure positive communication with school. • To report to and engage with external agencies as appropriate. • Attend and report to senior leadership and Governor meetings as required. • Ensure the school meets the requirements of the SEN Code of Practice, including implementation and review of the SEND policy. • Attend meetings for Student Services Team. • To update the Head teacher, Senior Leadership and Governing body on the effectiveness of provision for pupils in designated area. • Observe Teaching Assistants in class to support the performance management processes. • Co- Manage the SEN Resource Capitation Budget. • To work closely with the Pupil and Family Support Officer and the Funding and Intervention Co-ordinator to ensure that all individual needs are met. 	
Specific responsibilities to post	
<ul style="list-style-type: none"> • To make strategic evaluations of personnel and resources. • To chair daily morning SEND briefings. • To line manage the team of Teaching Assistants. • To monitor and support the performance management processes of the Teaching Assistant team. • To coordinate the induction of new staff to the SEND team, including supply staff. • Coordinate and review Health care plans ensuring that all known health needs are met.. • Coordinate and Chair annual reviews of statemented pupils, pupils with IPFA's and those with EHC Plans. • To be the Specialist Assessor for all access arrangements in exams, both internal and external including submitting applications for arrangements to the JCQ for external exams, and all liaising with the schools Examinations Officer. • To co-ordinate testing for literacy needs whole school to identify any interventions that may be required, and access arrangements for internal examinations. • Provide and update training of hoist and ski pads to staff when necessary. • To be the named person for SEND/ LAC pupils, under the guidance of the Designated Teacher. • Write and review the Managing Medical Conditions in School policy. • Monitor the collection and administration of medication to ensure it follows the above policy. • To be an active member of the Assessment, Recording and Tracking Working Party. • To deliver specific interventions to small groups/ individual pupils as and when the need is identified. 	

Job Description

The Mosslands school

Post Title	Lead teacher of pupils with Special Educational Needs
Reporting to	Sheila Coats
Grade	
General Responsibilities	
<ul style="list-style-type: none"> • To ensure a duty of care at all times to safeguard and promote the welfare of all students. • To work within the schools equal opportunities policies to promote equality of opportunities for all students and staff. • To actively support and promote positive professional and curriculum links across the school. • Liaise with local primary schools to ensure a smooth transfer of pupils into Year 7. • Liaise with pupils and parents to ensure positive communication with school. • To report to and engage with external agencies as appropriate. • Attend and report to senior leadership and Governor meetings as required. • Ensure the school meets the requirements of the SEN Code of Practice, including implementation and review of the SEND policy. • Attend meetings for Student Services Team. • To update the Head teacher, Senior Leadership and Governing body on the effectiveness of provision for pupils in designated area. • Observe Teaching Assistants in class to support the performance management processes. • Co- Manage the SEN Resource Capitation Budget. • To work closely with the Pupil and Family Support Officer and the Funding and Intervention Co-ordinator to ensure that all individual needs are met. 	
Specific responsibilities to post	
<ul style="list-style-type: none"> • Track, analyse and evaluate performance data on SEND pupils, including those SEND pupils which belong to other vulnerable groups; FSM, G&T and EAL. • To make strategic evaluations of teaching, learning, personnel and resources. • To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. • To lead the professional development of teaching staff through for example, coaching, peer-support and target setting. • To support the target setting process for SEND pupils. • Support the annual review process and input feedback from Teaching and Learning. • Observe Teachers to support the performance management processes. • Support student teachers with the teaching of SEND pupils. • Manage the SEND working party which includes representatives from all learning areas. • Attend EAL cluster meetings, relevant training sessions and feed back to school appropriate interventions. • Liaise and input into the PEP process for Looked After Children.. • Link with the Dyslexia specialist teacher to disseminate strategies to teaching staff to ensure a coordinated approach. 	

SEN FACULTY LINK STAFF

JOB BRIEF

1. To disseminate information to Faculty Staff (teaching and non-teaching)
2. To be lead person within the Faculty on SEN matters
3. To liaise with Lead Teacher for SEND on SEN faculty issues.
4. To attend SEN Faculty Link Staff meetings
5. To ensure that schemes of work reflect SEN issues.