



SPECIAL EDUCATIONAL 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.

AGREED ON by _____ GOVERNING BODY

_____ SCHOOL

Policy to be reviewed on _____

INDIVIDUAL NEEDS POLICY

Accommodation 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

We work in partnership with Parents and encourage them to take an active part in their son's education. This relationship is developed through Parents evenings, Parents Meetings, Individual Education Plans and Annual Reviews for Statemented Pupils, Pupil Centred Education Plans for School Action Plus, Team around the Family meetings 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.

A parent clinic is offered once a month and will be by appointment only with family support and well-being co-ordinator, Claire Owens. It is an opportunity for parents to have a 1-2-1 chat and develop a relationship with a member of staff, sharing progress, worries, concerns and signposting to other services.

In addition, Friday mornings we welcome parents onto a wide range of courses and workshops which will provide information, support, strategies and learning opportunities which may help their child and family life. Each session will have a set theme for parents to explore the provision on offer at Mosslands School. Details will be on the Parent page of the website.

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

Complaints

In accordance with section 23 of the 1998 Education Reform Act, the Authority has adopted a procedure to deal with complaints from parents. The school also supports the complaints 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 (MEAS)

The Link Centre (PRU)

LACES (Looked After Children Education Service)

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)

Transition Arrangements

In conjunction with Pastoral Staff, pupils with SEN will be inducted into Mosslands supported by the Pupil Services Team.

Links with other schools

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

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.

Review

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

Governing Body

The Governing Body ensures a coherent policy by:

- Identifying a named Governor with responsibility for SEN.
- Identifying a school co-ordinator for SEN.
- Identifying a member of staff within each faculty as a link person with responsibility for liaison on matters SEN.

Small Group Provision

In each year group the school has created one or two smaller teaching groups for pupils who have been identified as likely to benefit from additional help and support given by specialist staff. This provision is the school's 'small group provision'.

All staff have responsibility for the pupils with SEN within the school. This includes managing and developing the school's SEN policy.

Pupils with SEN in the larger groups are monitored by the Provision Manager, with assistance from the Lead Teacher for SEN, year staff, teaching staff, learning support assistants and external agencies.

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 Manager of Individual Needs Provision and Lead Teacher of SEN.

The Provision Manager and Lead Teacher for SEN attend a SENCo Transfer 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 will 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 Transition Team, draw up form lists.

Provision Manager and Lead Teacher attend new parents' evenings, which provides 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 shares information to all staff for both Induction Day, New Parents Evenings and for the start of the term in September.

The Individual Needs register is compiled and maintained 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 attends 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/ Lead Teacher will consult with senior staff with any relevant grouping information gathered.
- 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 Lead Teacher attends 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

Accelerated Reading baseline level to be established

CAT (Cognitive Ability Tests)

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 groupings, by ability at this early stage of the academic year. Consultation with House Staff and the Deputy Head (KS3) will confirm any pupil movement within groups.
- Parental contact throughout this procedure is the responsibility of the Head of House teams.
- Individual Needs Register to be up-dated in the first half term.
- 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
- Pupils from the lower literacy ability groups and internal referrals may be tested in the following areas during the summer term;

Reading

Spelling

English

Mathematics

Specialist testing in Processing or Dyslexia Screening where appropriate.

The Individual Needs Provision Manager will liaise with relevant staff during this testing and provide any results to be disseminated, to the Lead Teacher for SEN.

The Specialist Teacher for Dyslexia is to co-ordinate any screening and will then pass assessment results to Provision Manager, along with suggested support strategies. This information will then be disseminated to relevant teaching staff by the Lead Teacher of SEN.

- Results from these tests plus examination results and professional opinion to be the basis of Year 7 transferring between groups. House Offices liaise with SEN Team during this process.
- Head of House Team to co-ordinate this process with parents
- Individual Needs Register to be up-dated with any changes required.

Year 8

- Testing for Reading and Spelling to be re- tested as part of monitoring progress made in Accelerated Reader.
- Lead Teacher to share results with teachers.
- Progress or deterioration in performance may result in a change of group/ teacher. This is co-ordinated by the Directors of Learning for each learning area..

- Parental contact throughout this procedure is the responsibility of Head of House
- 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

- Moving between groups during year 9 will be a direct result of professional opinion and falling results. This can be triggered by any one of the following;

Subject staff
Form tutor
House staff
Provision Manager

- If a pupil is to be transferred in or out of the lower ability groups, the Provision Manager will liaise with the Deputy Head (Mrs V Lee) to co-ordinate the process through-
 - round-robin of subject staff
 - consultation of Form Tutor, House Team Staff
- Head of House will co-ordinate the contact with parents
- Year 9 examination results and internal SAT scores will be a useful guide-line for further change, if necessary
- Individual Needs Register up-dated with any relevant information at the end of the school year

Year 10 and 11

- As GCSE and BTEC courses have begun it becomes impractical to transfer students during these important months
- If, however, it is deemed necessary, procedures would follow the same format laid down for Year 9
- All grades and reports during this time are to be collated

JOB DESCRIPTIONS
Job description
The Mosslands school

Name	Mrs Allison Carruthers
Post Title	Manager of 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"> • 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 review pupil voice IEPs. • Coordinate and review annual reviews of statemented pupils. • 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 mark the end of year 9 Reading and Spelling tests, to be able to use standardised scores for Access Arrangement applications. • Provide and update training of hoist and ski pads to staff when necessary. • To be the named person for LAC pupils, under the guidance of the Designated Teacher. • Write and review the Administration of Medication policy. • Monitor the collection and administration of medication to ensure it follows the medication policy. • Liaise with the Director of Learning for Communications to oversee the end of year testing for Reading and Spelling in Key Stage 3. • 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

Name	Mrs Helen Lubbe
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 SENCO/Assistant SENCO on SEN faculty issues.
4. To attend SEN Faculty Link Staff meetings
5. To ensure that schemes of work reflect SEN issues.

To be included. Job Descriptions for the following- (asap)

Teaching Assistant Level 2

Learning Support Assistant

Family Support and Wellbeing Co-ordinator

Pupil Services Co-ordinator