

# 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 and Mrs Helen Lubbe, Special Educational Needs Coordinator (SENCO)
- Identifying a member of staff within each faculty as a link person with responsibility for liaison on matters SEN. (see Link Staff).

**Teaching pupils with an additional need**

Where possible 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 SENCO, 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 Helen Lubbe	SENCO
Mrs Sam Denheyer	Pupil Support Co-ordinator
Mrs Karen Rowlands	Teaching Assistant Greenroom
Miss Rebecca Rowbotham	Behaviour and Learning Mentor (REFORMED)
Mrs Jo Kewin	Teaching Assistant L3
Mrs Margaret Oldfield	Teaching Assistant L3
Mrs Wendy Roberts	Teaching Assistant L2
Mrs Anna Safadi	Teaching Assistant L2
Mrs Helen Hodgson	Teaching Assistant L2
Miss Hollie Moffatt	Teaching Assistant L2
Miss Sophie Eversham	Teaching Assistant L2
Miss Mel McCormick	Teaching Assistant L2 (temporary)
Mrs Vimala Sanjeev	Teaching Assistant L2 (temporary)

## 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	English
	Maths
Mrs Walsham	Science / IT
	Humanities
Mrs Lubbe	DT
	Creative Arts
Mr Bird	Personal Development

*Please note the link staff for Maths, Humanities and creative arts are still to be confirmed due to staffing changes this academic year and will be added as soon as they are confirmed.*

## **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 SENCO. 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.

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 has been revised in parallel with the bill to reflect the new provisions. The new code will replace the previous 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 SENCO 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 SENCO 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.

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 SENCO and pupil support coordinator 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

Home education support services

## **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 senior leadership team, 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 2018

# 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 SENCO and pupil support coordinator 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.

SENCO 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.

SENCO attends 'meet the SLT' evening or 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 SENCO 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 SENCO.

On entry to the school, at the earliest practical opportunity, all Year 7 students are screened in aspects of literacy, numeracy, typing and handwriting speed. 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.

# 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 SENCO.
- SENCO and pupil support coordinator 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.
- SENCO processes all pupil information and disseminates to all staff. Any pupils for which information is missing or insufficient will be followed up by the SENCO. Visits to feeder schools maybe necessary.
- SENCO attend meet the SLT evening as well as induction day.
- Individual Needs Register to be compiled by SENCO for the new intake.

## Year 7

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

Tests may include:

- i) Reading NFER
- ii) Vernon spelling
- iii) Lucid Exact
- iv) Lucid Recall
- v) Star Reading Test- Accelerated Reading
- vi) TRUGS Assessments- Assessments of Phonics stage of development
- vii) CATS 4
- viii) Key Stage 2 SAT results to be included
- ix) WRAT4
- x) DASH

- 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 (teaching and learning) 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 SENCO.
- Individual Needs Register to be up-dated
- Further testing may take place in January

- School 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 with communication with parents
- Individual Needs Register to be up-dated with all results plus school reports.

## **Year 8**

- Testing to take place, where needed 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.
- Individual Needs Register to be up-dated with these results and transfers to alternate teaching groups.

## **Year 9**

- Lucid Exact re-tested in the summer term to check for any difficulties and is used to assess access arrangements for GCSE and other examinations.
- Individual Needs Register up-dated with this information at the end of the school year

## **Year 10 and 11**

- 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 and applied for online. This is to identify if any pupils will require additional support in their exams.

Access Arrangements include-

- Reader
- Computer Reader
- Extra Time
- 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-specialconsideration/regulations-and-guidance>

Applications for Access Arrangements are made by Helen Lubbe SENCO, 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.

### **Sixth form**

- Pupils new to the school are considered for access arrangements based on testing from previous school and through further testing at Mosslands School if necessary.
- Individual needs register is updated in September to include information on all pupils identified with an additional need.
- Access arrangements are completed for all pupils and applied for online.