

Lockyer's  
Middle  
School



# SEN and Disability Policy

As a Rights Respecting School, children's rights are at the heart of our policies. We recognise, teach, practise and promote the rights of every child as outlined in the United Convention on the Rights of the Child.

**Article 23** states: *A child has the right to special education and care if they have a disability so that they live a full life.*

## **1. Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (*July 2014*) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (*July 2014*)
- Schools SEN Information Report Regulations (*2014*)

## **2. Special Educational Needs and Disabilities Definition**

Pupils have special educational needs (SEN) or disabilities if they have a learning difficulty that calls for special educational provision to be made to them. This means that they have significantly greater difficulty in learning than the majority of others the same age or that they have 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 (*SEND Code of Practice 0 to 25, July 2014*).

Not all pupils with disabilities have SEN and not all pupils with SEND meet the definition of disability, but this policy covers all of these pupils.

## **3. Special Educational Needs and Disabilities – School Information**

The Headteacher, has overall responsibility for SEN and disability in Lockyer's Middle School.

The designated teacher responsible for co-ordinating SEN and disability provision for pupils is: Mrs J. Adams, who can be contacted by calling the school office or via e-mail at, [jadams@lockyersmid.dorset.sch.uk](mailto:jadams@lockyersmid.dorset.sch.uk).

The Academy Committee Member with oversight of the arrangements for SEN and disability is: Mr S. Uttley. Mr Uttley can be contacted via the school office at [office@lockyersmid.dorset.sch.uk](mailto:office@lockyersmid.dorset.sch.uk).

Lockyer's Middle School aims to ensure that pupils become well motivated, confident learners, capable of achieving the highest possible standards, whilst becoming positive role models. We strive to provide a full and varied curriculum supported by a wide range of extra-curricular opportunities. The school community is a safe and stimulating environment where the needs of learners are supported and nurtured by a staff committed to fostering a love of learning.

Lockyer's Middle School takes pride in maintaining positive relationships with parents and the wider school community and values the role the whole school community plays in maintaining high expectations of pupils.

## **4. Special Educational Needs and Disabilities at Lockyer's Middle School**

Lockyer's Middle School has high aspirations for all pupils, including those identified as having SEND. The Academy Committee and staff at Lockyer's Middle School are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs, abilities and learning differences.

We strive to ensure that all pupils achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether in employment, further or higher education or training.

## 5. Aims and Objectives

- At Lockyer's Middle School we believe that all pupils should make the best possible progress. Where there are barriers to learning, we aim to remove them through a variety of strategies and interventions.
- In consultation with staff, parents/carers and outside agencies we aim to identify all pupils with SEND as quickly as possible so that we can ensure appropriate provision.
- We seek to create an atmosphere of encouragement, acceptance, and respect of achievements and sensitivity to individual needs, in which all pupils can thrive.
- Pupils with SEND will generally be taught alongside their peers in mainstream lessons, with appropriate differentiation and support to enable pupils to access the curriculum. There will be occasions when it will be more beneficial to withdraw the pupil for additional support. Every effort will be made to offer access to the whole curriculum.
- At Lockyer's Middle School we do our best to ensure that pupils with SEND take part in and contribute fully to school life wherever practically possible.
- We work in partnership with parents/guardians to support pupils with SEND and ensure that pupils and their parents/carers are involved in the decisions that affect their education.
- We work to promote effective partnerships with outside agencies and feeder schools.

The success of the school's SEND policy will be judged against the aims/objectives set out above. The SEND policy will be reviewed annually by the SEND Co-ordinator who will make recommendations for change to the Headteacher and The Academy Committee as required.

## 6. Roles and Responsibilities

The Academy Committee will exercise their duty and have regard to the *Children and Families Act, 2014* and the *Equality Act, 2010*. This will include ensuring that Lockyer's Middle School's arrangements are published on supporting disability and medical conditions, equality, school and SEN information pertinent to the SEND policy.

The Headteacher, and the Academy Committee have delegated the responsibility for the day to day implementation of the policy to the SENCO.

The SENCO is responsible for looked after children and previously looked-after children.

The Deputy Headteacher is the Designated Senior Lead responsible for Child Protection. The Deputy Designated Safeguarding Leads are the Headteacher and a member from SLT.

The Deputy Headteacher is the Pupil Premium Strategic Lead.

The Heads of Year work alongside the English and Maths Co-ordinators to oversee pupil premium provision.

All teachers are teachers of SEN and are aware of their responsibilities towards pupils with SEND, in line with the *SEND Code of Practice, 2014*.

Teaching Assistants (TAs) work to support pupils with SEN and their overall line management is the responsibility of the SENCO.

Pupils with an Education, Health and Care Plan (EHCP) will have an allocation of funding, which is used under the guidance of the SENCO, SLT and class/subject teacher. Support may be provided both on an individual basis and/or part of a small group, following local authority guidance.

## **7. Admission Arrangements**

Lockyer's Middle School uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all pupils, including those who are disabled, in a fair and non-discriminatory way, securing admission to school.

In addition to this Lockyer's Middle School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Lockyer's Middle School liaise with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions.

More information can be found in the local offer information held on the Dorset County Council's website: [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)

## **8. Facilities for those with Special Educational Needs and Disabilities**

The school has an accessibility plan that is monitored, reviewed and then reported upon annually by the Academy Committee in compliance with legal requirements. We are mindful of the duties under the *Equality Act, 2010* as amended in *September 2012* to provide auxiliary aids and services where appropriate as detailed in 'The Equality Act 2010 and Schools' (*May 2014*). We comply with the requirement to support pupils with disability as defined by the Act.

Lockyer's Middle School has a range of specialist facilities and resources in place such as:

- Specialist teachers who effectively differentiate to support pupils with varying needs.
- TAs allocated to teaching groups across the curriculum.
- Deployment of TAs in line with pupil with EHCP.
- Increased access to the curriculum and appropriate assistance during examinations.
- The 'Hub' designated lunchtime provision for pupil support and nurture.
- Emotional Literacy Support Assistants (ELSA) who work across the year groups.
- Social and Emotional Aspects of Learning (SEAL) programmes.
- Specialist voice recognition software called Dragon.
- Specialist resources to aid SEN pupil learning, such as talking tins, Rapid Reading books, emotional support interactive games etc.
- All year's homework support club.
- Acoustic tiling

## **9. SEN Information and Local Offer**

Lockyer's Middle School's website holds information about SEN and specific information on how pupils with SEN are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEN information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, Academy Committee members and staff.

We publish further information about our arrangements for identifying, assessing and making provision for pupils with SEN on the local authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) and then by using the search engine to find our school or other Dorset schools. The local offer website holds a directory on facilities and resources available from many services within Dorset.

## **10. Identifying Special Educational Needs**

*The SEND Code of Practice: 0 to 25 (July 2014)* identifies SEN under four broad areas of need (sections 6.28 to 6.35):

1. Communication and Interaction (CI)
2. Cognition and learning (CL)
3. Social, emotional and mental health difficulties (SEMH)
4. Sensory and/or physical needs (S&PN)

Pupils may have needs in more than one category of need and we aim to ensure that plans match individual learning requirements.

Lockyer's Middle School staff use a wide range of tools to assess the amount and level of SEN support needed. There is no need for pupils to be registered or identified as having SEN unless the school is taking additional or different action.

We are committed to early identification of SEND and adopt a graduated response to meeting SEND in line with the *Code of Practice, 2014*. A range of evidence is collected through the usual assessment and monitoring arrangements. If the evidence suggests that the pupil is not making the expected progress the class/subject teacher will consult with the SENCO in order to decide whether additional and/or different provision is necessary. Assessment is a continuous process that can identify pupils who may have SEN.

If the pupil already has an identified SEN, this information will be passed to the SENCO, Head of Year and class/subject teacher. This information will be used to help with a smooth transition and the continuation of appropriate support and intervention.

When a pupil is identified as having SEN, Lockyer's Middle School will provide appropriate support and/or intervention. The school will record the steps taken to meet the needs of individual pupil. A 'plan, do and review approach' will be followed. The SENCO will have the responsibility of making sure that the records are maintained and are available when required.

Learning needs are managed by using Lockyer's Middle School SEN support or by pupils having an EHCP. The majority of pupils with SEND will have their needs met at the school support level.

Our teachers are responsible and accountable for the development and progress of the pupils in their class, including where pupils access support from TAs or other specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have learning needs. This is known as a 'graduated response'. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Where it is clear that additional intervention is not supporting progress it is likely that a pupil may have special educational needs. If a pupil has been identified as having SEN a support plan will be actioned and Lockyer's Middle School will keep a careful record of this in order to monitor progress.

Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for pupils identified with SEN.

Staff will monitor the progress of all pupils to identify those at risk of underachievement. We recognise needs are sometimes affected by other factors, which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Below are some examples of other influences upon progress:

- Attendance and punctuality
- Behaviour where there is no underlying SEN
- Bereavement and family issues
- Disability where there is no impact on progress and attainment
- English as an additional language
- Health and welfare
- Looked after and previously looked-after children
- Pupil premium pupils
- Service children

## **11. Managing SEND Pupils in Lockyer's Middle School**

Where a pupil is identified as having SEN and/or a disability, Lockyer's Middle School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 – 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents and pupils to agree action and monitor individual progress over time so that special educational needs for all pupils are addressed appropriately, effectively and with good outcomes.

Where appropriate, pupils on the SEND register will be issued with a pupil passport. Recorded in the pupil passport are identified challenges to learning and actions that teachers will use to attempt to overcome such challenges. Teachers make regular comments on the progress that pupils are making towards overcoming their challenges. Pupil passports are sent home at the end of each academic term.

Pupils on the SEND register have their pupil passport challenges to learning reviewed termly. New challenges to learning are made in liaison with the class/subject teachers and pupils and where appropriate with parents/carers. Statutory reviews of EHCP take place at least annually or more frequently if the EHCP so requires. Interim or early reviews of EHCPs are called where the school identifies a pupil who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

The SENCO works closely with the school assessment system, using whole school tracking data. We respond to teacher and parental concerns. Following identification and, where necessary, intervention further assessment may be required, including that from external agencies. There may be reasons why a pupil is not achieving expected levels for their chronological age and school staff will distinguish between underachievement and SEN.

## **12. Monitoring and Evaluation of Special Educational Needs and Disability**

Where individual programmes have been produced, outcomes are recorded at appropriate intervals. External agencies have their own review process, which they share with the school and parents/carers.

The systems for observing and assessing the progress of individual pupils will provide information about areas where a pupil is not progressing satisfactorily. Under these circumstances teachers may need to consult with the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject. If evidence shows that current rates of progress are inadequate, consideration will then be given to alternative support and intervention.

Progress is the crucial factor in determining the need for additional support. Adequate progress includes any of the following:

- Narrowing the attainment gap between the pupil and the pupil's peers
- Preventing the attainment gap widening
- Attainment is equivalent to that of peers starting from the same baseline, but less than the majority of peers.
- Attainment improves upon the pupil's previous rate of progress
- The pupil demonstrates an improvement in self-help, social or personal skills
- The pupil demonstrates improved behaviour

## **13. Coming Off the SEND Record**

A pupil will be removed from the SEN Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully and are making progress in alignment with their peers. It is possible that some pupils require support for particular aspects of their learning, which may be due to their underlying learning issues. All pupils will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some pupils it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A pupil with an EHCP will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice (*July 2014*). The ceasing of an EHCP is determined by the local authority where a pupil no longer requires the special education provision as specified in the EHCP.

However, a pupil's progress will continue to be monitored by using the school's tracking systems.

## **14. Storing and Managing Information**

All data including data stored electronically is subject to data protection law.

All paper records will be held in line with the school's protocol on security of information.

## **15. Supporting Pupils with Medical Conditions**

Lockyer's Middle School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions (*DfE April 2014*). We comply with the duties specified under the *Equality Act 2010*. We recognise that provisions relating to disability must be treated favourably and that Lockyer's Middle School is expected to make reasonable adjustments in

order to accommodate pupils who are disabled or have medical conditions. (See Lockyer's Middle School's policy on "Supporting children at school with medical conditions".)

## **16. Transition Arrangements**

Lockyer's Middle School is committed to ensuring that parents have confidence in the arrangements for pupils on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that should be passed onto the next phase of education. Successful intervention, support strategies and learning experiences may need to be maintained and continued. The SENCO and Heads of Year are involved with regular exchange of information through:

- Advanced planning for pupils in year 4
- Visits to the feeder first and upper schools
- Correspondence, liaison and meetings with SENCOs
- Meeting with pupils
- Observing pupils in class
- Arranging for preliminary visits for pupils to their new schools
- Arranging induction lessons/sessions for pupils in their new schools
- Meeting with parents
- Attending Annual Reviews of pupils with EHCPs

## **17. Training and Resources**

Training needs are identified through a process of analysis of the needs of both staff and pupils as and when required.

The SENCO will provide information on specific needs for new staff.

Lockyer's Middle School will indicate where the SENCO will network for personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

## **18. SEN Information**

Lockyer's Middle School presents its SEN information in three ways:

1. By information placed on the school website
2. By following the link from the school website to the local authority's local offer website
3. Through information contained in this policy, which is also published on the school website

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

## **19. Accessibility**

Lockyer's Middle School publishes its Accessibility Plan on the school website this information can be found: <http://www.lockyersmid.dorset.sch.uk/policies.asp>

## 20. Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made for them to speak to and explain the issues with the SENCO.

Lockyer's Middle School published its Complaint's Policy on the school website this information can be found: <http://www.lockyersmid.dorset.sch.uk/policies.asp>

### SEND Glossary

CI –	Communication and interaction
CL –	Cognition and learning
EHCP –	Education, health and care plan
ELSA –	Emotional literacy support assistant
LAC –	Looked after child
SEAL –	Social and emotional aspects of learning
SEMH –	Social, emotional and mental health
SEN –	Special educational needs
SENCO –	Special educational needs co-ordinator
SEND –	Special educational needs and disability
SLT –	Senior leadership team
S&PN –	Sensory and/or physical needs
TA –	Teaching assistant

DOCUMENT DETAIL	
<b>Delegated Committee</b>	Academy Committee
<b>Document Title:</b>	<b>SEND Policy</b>
<b>Next Review Date:</b>	September 2021
<b>Approving Body</b>	Academy Committee
<b>Date Approved</b>	
<b>Chairman's Signature</b>	
<b>Target Audience</b>	All Employees

DOCUMENT HISTORY					
<b>Date of Issue</b>	<b>Version No.</b>	<b>Next Review Date</b>	<b>Date Approved</b>	<b>Person Responsible for Change</b>	<b>Nature of Change</b>
March 2012	1	March 2014	March 2012	Head Teacher	First Issue
March 2014	2	March 2017	25/03/14	Head Teacher	Staffing levels, changes in governors
January 2015	3	January 2018	14/01/15	J. Adams	Regulation changes from September 2014 reflected in new policy
September 2016	4	September 2018	28/9/16	J. Adams	Annual update
September 2017	5	September 2018	27/9/17	J. Adams	Annual update
March 2018 amendment	5a	September 2018		J. Adams	RRS statement added to cover
September 2018	6	September 2021		J. Adams	Staff roles/ responsibilities, pupil passport changes