



SEND POLICY

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Table of Contents

1. Introduction
2. Aims
3. Identification of SEND
4. A Graduated, Whole School Approach to SEND Support
5. Role of the SENDCO
6. SEND Support in School
7. Graduated Approach
8. Criteria for Exiting The SEN Register
9. Supporting Pupils and Families
10. Supporting Pupils at School With Medical Conditions
11. Monitoring and Evaluation of SEND
12. Data Protection
13. Workforce Development



1. Introduction

At The Mount School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are entitled to a broad-based curriculum designed not only to meet their needs and interests, but also the requirements of the EYFS framework and the National Curriculum.

The school's aims centre on developing each child's potential, regardless of social background, ethnic or cultural origins, gender or ability. The philosophy and principles of this policy both inform and reinforce the ethos and aims of the school. We believe that the interests of children with special educational needs are best served when school, parents/carers, other relevant agencies and the LA work closely together in ways which maximise the efficient use of resources and expertise. Every teacher is a teacher of every child or young person, including those with SEND.

This policy complies with the statutory requirements in the SEND Code of Practice 0-25, 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equal Opportunities policy.
- The Accessibility Plan.
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'.
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- The Safeguarding and Child Protection Policy.
- The Equality Act 2010;
- The Children and Families Act 2014;

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2. Aims

- To work within the guidance laid down in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for pupils who have SEND and additional needs.



- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model).
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
- To provide an appropriately qualified and experienced SENDCO in post who can ensure that the SEND Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils.

3. Identification of SEND

Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching. At The Mount School quality first teaching is defined as having these key characteristics:

- Highly focused lesson design with sharp objectives.
- A high level of pupil involvement and engagement.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are expected to use appropriate planning, differentiation and targeted focused learning activities, as well as appropriate adult support, to enable children with SEND to access the curriculum, and ensure all children are treated inclusively. It is the responsibility of the class teacher to implement features of quality first teaching in lessons, and enable children with SEND to access a broad and balanced curriculum.

The Code specifies four broad areas of need:

Communication and interaction including autism spectrum disorder	Cognition and learning needs	Social, emotional and mental health difficulties	Sensory and/or physical needs
Pupils who experience difficulty with speech, language and communication.	Pupils who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes pupils with	Pupils' needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These	Pupils who require special educational provision because they have a disability that prevents them from accessing the educational



	moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	may include being disruptive or self harming. Pupils who have difficulty paying attention, or forming attachments with adults also fall into this category.	facilities that are generally available.
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Other factors may impact on the progress and attainment: attendance and punctuality, English as an additional language, being a looked after child, health and welfare, being a recipient of the Pupil Premium, disability (the Equality Act and Code of Practice state that schools and settings have a duty to make 'reasonable adjustments- these alone do not constitute SEND).

The Mount School understands that Children with special educational needs (SEN) and/or disabilities are statistically more vulnerable to child abuse, including peer on peer abuse. Additional barriers can exist when recognising abuse and neglect in this group of children. See the safeguarding policy for further details.

4. A Graduated, Whole School Approach to SEND Support

Class teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

5. The role of the SENDCO

SEND arrangements are coordinated by the SENDCO, whose role includes:

- Overseeing the day-to-day operation of the school's SEND Policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND, keeping notes of these meetings
- Liaising with Early Years providers, other schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies; being a key point of contact with external agencies
- Being a key point of contact with potential next providers of education, to ensure a pupil and their parents are informed about options and a smooth transition is planned



- Working with the Headteacher and Director to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments
- Ensuring that the school keeps the records of all pupils with SEND up-to-date; carrying out observations and assessments of individual pupils to help support and provide for them
- Liaising with and advising teachers and TAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils
- Coordinating one-to-one and group learning support and, where appropriate, delivering this
- Keeping the Headteacher informed about provision, training needs, pupils' needs and changes to statutory requirements
- Maintaining the school's SEND register and overseeing other records for pupils with SEND
- Identifying and monitoring areas of need and provision across the school, reporting to the Headteacher;
- Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children
- Contributing to and promoting in-service training of staff, both in-house and external
- Ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available

6. SEND Support in school

Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place.

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what will support the pupil in making good progress and securing good outcomes.

7. Graduated Approach

Assess:

A clear analysis of the pupil's needs is made.

Plan:

Where it is decided to provide a pupil with SEND support, the parents will be formally notified, although parents will have been involved in forming the assessment of needs. A planned approach of adjustments, interventions and support to be put in place occurs in consultation with parents, as well as expected impact on progress, development or behaviour, along with a clear date for review.

Do:



The class teacher remains responsible for working with the child on a daily basis. The pupil may be involved in group or one to one teaching away from the whole class but they will still remain the responsibility of the class teacher.

Review:

The effectiveness of the support and interventions and their impact on the pupils progress will be reviewed in line with the agreed date.

Reviews occur in consultation with the parents and young person where appropriate and in order to plan next steps.

We use a simple categorisation of students which helps provide a consistent and understood language:

Wave 1

Quality first teaching with reasonable adjustments made by the class teacher; for example enlarged texts, seating position, writing slopes, pencil grips, differentiated work.

Wave 2

Targeted support which could be small group work or one to one work such as Nessy, Motor Skills United and Dynamo Maths.

Wave 3

Targeted specialist support from external agencies such as an Educational Psychologist, a Speech and Language therapist, an Occupational Therapist, CAMHS.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEND register at *SEN Support*.

Every child on *SEN Support* has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child's needs are more complex, we will use a *My Support Plan* to record outcomes, provision, resources and strategies in place.

Some children on the SEND Register may have more significant needs, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care Plan (EHCP) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an EHCP which will bring together health and social care needs, as well as their SEND provision. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.



8. Criteria for Exiting the SEN Register

Children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.

A child may exit the SEND Register if:

They make progress to achieve their targets.

The class teacher is confident they will continue to make good progress.

Quality first teaching techniques are sufficient to maintain good progress.

9. Supporting Pupils and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. We guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements (on the school website)
- Our arrangements for examination and assessment access
- Our transition arrangements
- Our school policy on managing medical conditions of pupils

10. Supporting Pupils at School with Medical Conditions

At The Mount School we recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed. The arrangements in place at The Mount School, to support children and young people with medical conditions are outlined in the *Medical Needs* policy.

11. Monitoring and evaluation of SEND

During the academic year, a child's One Page Profile will be reviewed termly or more frequently if necessary. At each time, the views of the parent, child and class teacher are shared, and the targets set are carefully evaluated. On some occasions, targets may be continued, with some adaptation, to ensure the child is making progress. The Head Teacher and the Directors have the overall responsibility to ensure the school is managing the monitoring and evaluation of SEND effectively.

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.



12. Data Protection

- All records on SEND pupils, both digital and paper copies, are stored securely and accessible only by a locked filing cabinet or a password protected drive.
- In line with the recommendations of the GDPR and ISBA all SEND records will be kept for the required timescale. (Data Retention storage and disposal policy.)
- All pupils with Access Arrangements are required to sign a Data Protection Form.

13. Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENDCO to explain the systems and structures in place to support the needs of individual children and young people. The school's SENDCO aims to regularly attend the LA's SENDCO network meetings in order to keep up to date with local and national issues in SEND.