

**Catshill Middle School**

**Special Educational Needs Policy**

**Reviewed: September 2019**

**Next Review: September 2020**

**Signature ..... Chair of Committee**

**Date .....**

**Worcestershire County Council (WCC) Commissioned Services**

Human Resources – Liberata

Admissions – Babcock Prime

Learning and Achievement – Babcock Prime

Finance – WCC / Liberata

## Outline of Policy

This is a policy to promote the successful inclusion of pupils with special educational needs (SEN) and disabilities at Catshill Middle School (CMS) in line with the Code of Practice and the Worcestershire Local Offer.

At CMS we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have SEN and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

Pupils have SEN if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

The specific objectives of our SEN policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote an effective partnership and involve outside agencies when appropriate.
- Annually, through an Executive Headteacher's report to the Governors, progress against the success of the school's SEN policy will be judged against the aims set out above. An action plan and impact measurement for SEN will be reviewed annually by the Executive Headteacher and the Special Educational Needs Coordinator (SENCO). The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

The named SEN coordinator for the school is **Mrs P Nesbitt**. The Governing Body is responsible for making provision for pupils with special educational needs. The named SEN Governor is Mrs A Smith.

The Governing Body has agreed with the Local Authority (LA) admissions criteria which do not discriminate against pupils with SEN or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan is available on request.

## **Identification and Assessment of special educational needs**

Current SEN identification adopts a graduated response to meeting a SEN in line with the Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the pupil is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary. This provision is also monitored to assess impact and progress. Children with additional provision are placed on the SEN register under one (or more) of four categories:-

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical Need

## **Provision / action that is additional to or different from that available to all**

The focus at CMS is on improving teaching and support for all learners including those with SEN. All teachers are teachers of SEN and provision is layered:-

- Wave 1 – inclusive quality first teaching: the effective inclusion of all pupils in high quality everyday personalised teaching.
- Wave 2 – targeted catch up provision for individuals/groups to 'put children back on course'.
- Wave 3 – offers specific targeted intervention for individual children identified as needing additional external SEN support.

Where a pupil is identified as SEN SUPPORT then Wave 1 and 2 provision is most likely; teachers will identify personalised objectives and will plan different strategies and resources. The teacher is responsible for the teaching and evaluation of pupils with SEN with the SENCO to support. A few SEN Support pupils are likely to need Wave 3 intervention. Pupils at Wave 3 may have particular needs related to Mathematics or Literacy, or needs associated with other barriers to learning.

Provision at Wave 3 is likely to draw on specialist advice. Provision for pupils identified as SEN Support is recorded on a Pupil Profile. It involves consultation

with teachers and advice from external agencies. It is reviewed every six months and parents/carers and pupils are involved in this process, whether external support is required or not.

If, despite significant support and intervention at SEN Support, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents / carers will be fully involved and kept informed about the involvement of external agencies.

For pupils who have a statement of SEN or more recently an EHC Plan, in addition to the review of Pupil Profiles, their progress and the support outlined in their statement will be reviewed annually and a report provided for the LA. If a pupil makes sufficient progress a statement may be discontinued by the LA. Statements of Educational need are due to be transitioned to EHCP in line with Local Education timescales.

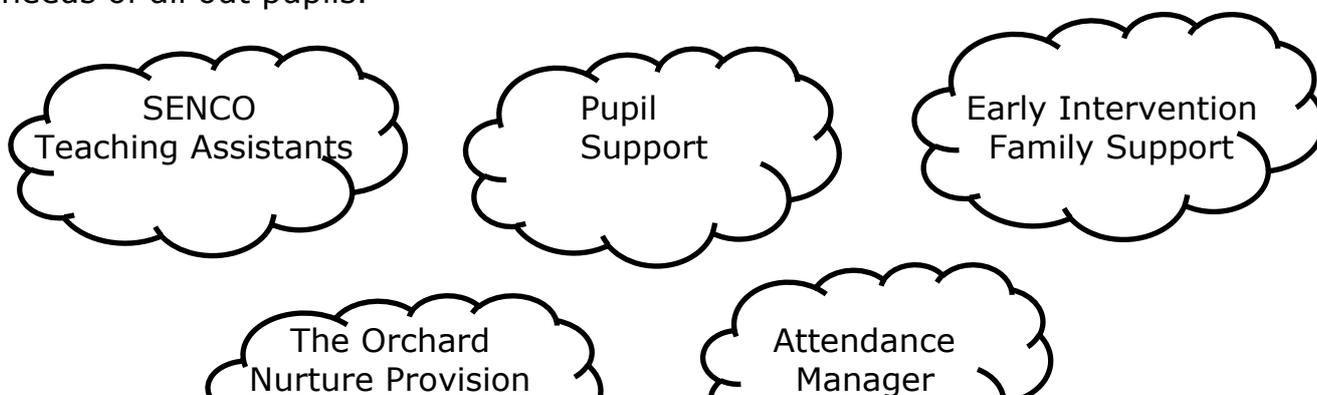
### **Liaison and Transition**

The school will liaise with the first and high schools and other agencies to arrange Transition Plans for students with Statements/EHC Plans (and other pupils with SEN who may benefit from Transition Planning) and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

### **Additional Support / Extended Services / Outside Agencies**

Catshill Middle School has a resident network of Welfare Support available that work together and aim to respond positively, consistently and effectively to the needs of all out pupils.



The school has strong links with Chadsgrove Special School. Pupils from CMS attend specific school activities and CMS pupils have assisted with lessons at Chadsgrove Special School.

External support services play an important part in helping the school identify, assess and make provision for pupils with SEN, for example:

- Educational Psychologist
- Speech and Language Therapist
- Paediatric Occupational Therapist
- Learning Support Team
- Behaviour Support Team
- Chadsgrove Teaching School Alliance
- Outreach Disability Support
- CAMHS
- School Nurse
- Teacher of the Deaf
- Career Advice by High Schools