



**Moorside
High School**
Enriching Lives, Inspiring Ambitions

SEN policy and information report

Approved by: Ian Singleton

Date: 18th November 2021

Last reviewed on: 18th November 2021

Next review due by: 31st October 2022

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. SEN information report.....	4
6. Monitoring arrangements	10
7. Links with other policies and documents	10

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Show how our school will provide a safe and happy environment in which all pupils have the opportunity to develop as an individual
- Provide information about how our curriculum will meet the needs of pupils with additional needs
- ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum, including access to the National Curriculum and public examinations, so that they can reach their full potential.
- educate pupils with Special Educational Needs, in whatever way possible, alongside their peers within the normal curriculum of the school, and to provide pastoral and learning opportunities beyond those offered to mainstream pupils, and meeting the individual needs of the SEN pupils.
- enhance self-esteem and to foster a joy in learning.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr Ian Singleton

They will:

- Work with the headteacher, SEN governor and Director of Education (Consilium Academies) to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher, SENCO and Director of Education (Consilium Academies) to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO, SEN governor and Director of Education (Consilium Academies) to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, reading difficulties, processing difficulties,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), ADD, ODD
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Before determining the need for Special Educational Needs Support further assessment will be carried out to ensure the right support is given. This assessment will include, but not be limited to, reading, comprehension, spelling, memory and processing, and numeracy. Specifically, the following criterion are applied to assessment outcomes before SEND support/intervention is considered:

- Reading standard score of below 85 using the Diagnostic Reading Analysis
- Comprehension standard score below 85 using the Diagnostic Reading Analysis
- Spelling standard score below 85 using the Vernon spelling assessment.
- Maths standard score below 85 using the MaLT assessment
- Working memory score below 85 using the Lucid Recall assessment
- Processing speed score below 85 using the Lucid Recall assessment

Other specific assessments can be carried out if deemed necessary by the SENCO or Learning Support Team. These assessment may include pupil observation, discussion with teachers or can be carried out by professionals from other agencies with parental permission.

All interventions carried out by the Learning Support Department are assessed using pre and post standardised assessment methods. Additionally the SENCO analyses data from subject staff in regards to progress, behaviour and effort to assess if interventions have had an impact in these areas.

5.3 Consulting and involving pupils and parents

The Department has an "open door" philosophy towards parents. Informally, parents are encouraged to contact the SENCO whenever they wish and parents contact, and are contacted by, learning support staff to celebrate achievement as well as raising concerns.

Formally:

- The SENCO and/or appropriate SEN teaching staff are available at all annual parents' evenings and can be seen, with or without, appointment.

- All pupils who receive SEN Support have a formal review every year (at parents' evenings where possible) to discuss targets, and pupils with an Education, Health and Care Plan, an "Annual review", to review progress towards outcomes.
- Parents are invited to all reviews and are also invited to make written comment before reviews.
- Copies of a pupil's Inclusion Profile are sent to parents and we encourage parents to comment upon and make changes to the document at each revision.
- Learning support staff are present at Open Evenings.
- Through our transition arrangements from Primary School, a rapport with parents is often established before pupils enter the school in Year 7. An enhanced transition programme is in place for SEND pupils where advised or appropriate.
- Regular Coffee Club meeting will be arranged with parents to allow for the communication of how parents can support their child as well as allow parents to raise concerns or suggestions in a public forum.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Pupils who have a SEND are allocated a key worker on entry to the school. This keyworker meets with the pupil formally every half term to discuss targets for the next half term.

Every term pupils are given an opportunity to update their Inclusion Profile to ensure they still agree with its contents.

Pupils are given support in preparation for Reviews of SEND and reviews are generally conducted in a Person Centred way to ensure that the pupil has the loudest voice in any decisions made.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Subject teachers will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs (communicated through our Inclusion Profile document), the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For all pupils with SEN there are specific systems in place for the successful transition from other schools. With year 6-7 transitions the ideal is for information gathering to begin in the March of year 6. On many occasions, for example if the pupil has an EHC plan/statement, this process can begin much earlier.

Pupils with SEND are given access to our 'Enhanced Transition' programme which is built around personalised need and is devised in conjunction with parents/carers, primary schools, agencies and with the pupil's needs at its centre.

Pupils with SEND are allocated a Keyworker in time for the 'induction day' to ensure that they have a named member of Learning Support before they start.

Parents of pupils with SEND are given clear lines of communication throughout the transition process and they are encouraged to contact the SENCO with any concerns or questions.

Preparing of Adulthood and transition to Further Education is an important part of our processes in school. There is a designated member of the Learning Support Team whose role is to liaise with Connexions services and Colleges of Further Education to ensure transition is smooth and that the correct courses and placements are secured. Processes begin in year 9 with discussions about options and curriculum. This is completed with the pupil, parent/carer and school staff.

For pupils where there are difficulties with life skills and independent living, interventions are put in place (see intervention section) to aid pupils to gain the skills required for their future life. Many life skills issues are addressed through joined-up working with agencies and parents/carers and are devised on an individual basis.

For identified pupils additional transition arrangements are in place to ensure a smooth move between school and receiving colleges. This program involves additional visits to colleges as well as the sharing of information with colleges to ensure that support continues into year 12.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be scaffolded for individual pupils to ensure they are able to meet the expectations and challenges of our curriculum.

We will also provide the following interventions:

- Literacy
 - Literacy basics
 - Spelling
 - Reading
 - Comprehension
 - Phonics
 - Entry Level English
- Numeracy
 - Numeracy basics
 - Pre and post-teaching maths
 - Entry Level maths
 - Organisation and memory skills
- Communication and Interaction Needs
 - Social stories
 - Talking partners
 - Oral presentation skills
 - Lego therapy
 - Comic Strip conversations

- Social, Emotional and Mental Health
 - Social skills
 - Friendship groups
 - Nurture group
 - Anger management
 - Support from a keyworker
 - Mindfulness

Other intervention will be determined, with external support where necessary, as required.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- A small number of pupils may be withdrawn from Modern Foreign Languages in Key Stage 3. These pupils are selected based upon their performance in the Key Stage 2 SATs initially but further assessment may highlight other pupils. These pupils follow a curriculum based upon a combination of the above interventions. All decisions regarding this withdrawal are reached in consultation with parents, primary schools, the pupil and any external agencies that may be involved.
- As pupils enter KS4 support is offered to pupils, with parents, to determine the pathways that are followed. Sometimes a decision is reached that a pupil will join our Curriculum Group which allows for the teaching of Entry Level English and Maths as well as giving pupils the opportunity to catch-up on any classwork or homework in a supported and structured manner.

5.8 Additional support for learning

We have a number of teaching assistants at various levels of responsibility.

There are:

- Level 2 Classroom Support Assistants whose responsibility is to support pupils during curriculum lessons. This support is determined by the SENCO and is underpinned by EHC Plans. Classroom Support TAs do not sit with pupils, instead they help to build skills to help pupils become independent in their learning. As such 1-1 support is a rarity. Level 2 TAs also act as keyworkers to select pupils
- Level 3 Teaching Assistants who are trained to deliver some interventions as well as providing some classroom support as described above. Level 3 TAs also act as keyworkers to select pupils
- Level 4 Teaching Assistants who teach interventions to named pupils full time in either 1-1 or small group sessions. Level 4 TAs act as keyworkers, primarily to pupils with Education, Health and Care Plans.

We work with the following agencies to provide support for pupils with SEN:

- Behaviour Support Services
- Educational Psychology
- Learning Support Services
- Speech and Language Therapy
- Child and Adolescent Mental Health service (CAMHS)
- Sensory Support Services

- Occupational Therapy
- Various Medical Services when required

5.9 Expertise and training of staff

Our SENCO has 17 years' experience in this role and has worked as a special needs teacher for 5 years prior whilst holding the position of Assistant SENCO. The SENCO has a Post- Graduate qualification in SEN Co-ordination and in the assessment of Access Arrangements for Examinations.

We also have a Deputy SENCO whose role is to support the SENCO with the day-to-day and strategic direction of the SEND provision in school. Specifically, their role is to lead transition and support for pupils who are part of our Enhance Resource Provision.

We have a team of 18 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

Learning Support comprises of several rooms ranging in size to facilitate differing group sizes and 1-1 support.

Equipment and resources are sourced via the school budget allocation and as required, dependent on budgetary constraints.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term and/or after individual interventions
- Reviewing the impact of interventions after a maximum of 8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- The SENDCO is a member of the school Senior Leadership Team and as such discussions around effectiveness are held regularly. The SENDCO reports to the Head of School and they meet regularly.
- A full SEN report, Departmental Report and Action Plan, are presented to the governors for discussion annually.
- The Learning Support Department management team meet fortnightly to discuss effectiveness of provision and to review the SEN register.
- The SENCO and Deputy meet weekly to discuss effectiveness of provision and the strategic direction of the department.
- Formal and informal meetings between the SENCO, pastoral and subject staff, are arranged regularly.

Review and evaluation are an ongoing process, which shapes the development of the department. The Department's Development Plan summarises developments expected to take place in the next 18 months and is regularly updated in the light of new legislation and the effectiveness of provision.

Moreover, all evaluation cannot be objective and quantifiable. An indication of the effectiveness of the Learning Support Department is the perception of the existence of an appropriate school ethos, in which individual differences are recognised and valued and all concerned with the pupils, especially parents, feel part of a team, working towards the development of confident, happy pupils who achieve their potential.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school activities.

All pupils are encouraged to go on our residential trip(s) and reasonable modifications are made where possible.

All pupils are encouraged to take part in sports day/school plays/special workshops.

Pupils with SEND are encouraged to participate in Inclusive Sporting activities organised by the Local Authority

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see the School's Accessibility plan for further details.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the learning support lunch club to promote teamwork/building friendships etc.
- Pupils with SEN are included in extra-curricular activities.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We have a good working relationship with a number of agencies from across the local area. Where a pupil needs additional specialist assessment or support then an Early Help Process is started which fully includes parents and the child in an effort to identify the best service.

Where there are concerns about a child's welfare our school's safeguarding procedures are followed.

5.15 Complaints about SEN provision

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SENCO or other involved staff. Concerns that cannot be resolved in this way will follow a line of referral, involving the Head of School, the Executive Headteacher or the school's Governing Body.

Parents will be encouraged to engage the support of the Inclusion Advisory Service at all levels of the complaints procedure. Their contact details are below.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Contact SIASS (Salford Information, Advice and Support Service) on email siass@salford.gov.uk

SIASS is available Monday to Friday, 9:00 to 4:30pm (except Bank holidays). We aim to get back to you within 2-3 working days.

5.17 Contact details for raising concerns

Mr Ian Singleton, SENCO, MHS-SENDSCO@consilium-at.com

Mrs Ryles-Dean, Head of School, mhsinfo@consilium-at.com

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

Or search Local Offer Salford.

6. Monitoring arrangements

This policy and information report will be reviewed by Ian Singleton **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions