



# Allenbourn Middle School

## Special Educational Needs (SEN) and Disability Policy

**Last amended: January 2024**

**Review date: January 2025**

### **Compliance:**

This is the Special Educational Needs and Disabilities (SEND) Policy for Allenbourn Middle School. It complies with the statutory requirements laid out in the *SEND Code of Practice; 0 to 25 (Jan 2015)* 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 (Jan 2015)
- School's SEND information Report Regulations (2014).

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY DEFINITION**

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015)* explains that a pupil has special educational needs (SEN) if:

- they have a significantly greater difficulty in learning than the majority of young people who are the same age or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for young people of the same age in a mainstream school
- are under compulsory school age and fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

Children and young people should not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught in school. Children and young people should not be regarded as having a learning difficulty simply because they have not made the expected progress in learning.

### **Definition of Special Educational Provision**

Educational provision which is **additional to, or otherwise different from**, the educational provision generally made for young people of the same age who attend schools and settings maintained by the Local Authority (other than special schools) in the same area.

More detail about SEN and disability can be found on [Dorset's Local Offer](#).

## **SCHOOL INFORMATION INCLUDING ROLES AND RESPONSIBILITIES**

### **School's Ethos**

At Allenbourn Middle school we aspire to meet the following three values: All Inclusive, Academic Excellence and Responsible Individuals. We value the individuality of our pupils and strive to ensure that they are given every opportunity to fulfill their potential and ambition both within our school and beyond.

We emphasise both individual responsibility and respect for others. Pupils have a strong voice in school affairs, particularly through the School Council and Pupil Voice representatives. We are a Rights Respecting school, with a strong emphasis on British values, global citizenship and cultural development.

**The Local School 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 Allenbourn Middle School's arrangements for supporting disability and medical conditions, equality, and SEND information pertinent to the SEND Policy are published in accordance with statutory guidance. The Academy Committee Member with oversight of the arrangements for inclusion, special educational needs and disability specifically is Mr Paul Graham.

**The Headteacher**, Mr Mark Legge has overall responsibility for SEN and disability at Allenbourn Middle School.

**The Deputy Headteacher**, Mr Luke Smith, is the school's Inclusion Leader.

Our **Special Educational Needs Coordinator** (SENCo) is Mrs Pippa Wheeler. Their day to day role includes the strategic leadership of the SEND Department and coordination of day to day SEND provision. Parents can contact Mrs Wheeler through the school office and Mrs Bramley.

Our **SEND Department Administrator** is Mrs Natasha Bramley.

Our **senior first aider**, Mrs Laura Joyce has responsibility for health care plans and for those pupils with medical needs.

**All Teachers** are initially responsible for the learning of all pupils in their classroom and for identifying, assessing and ensuring that provision is made for all the children in their classes through recording and monitoring progress. To achieve this, children with SEND will be offered individual ways to access the curriculum or an appropriately differentiated curriculum in order to ensure access to and success in the full range of subjects. We recognise that this is the first step in responding to young people who may have SEND. Additional intervention and support does not compensate for a lack of quality teaching.

Children are only withdrawn from the classroom where provision is necessary to address a specific difficulty that cannot take place within the classroom setting. Teachers will work closely with support staff, the SENDCo and, where appropriate, outside agencies to implement strategies and ensure a consistent approach for children with SEND.

## **AIMS AND OBJECTIVES OF THE SEND POLICY**

All staff employed at Allenbourn Middle School are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. The school celebrates each child's unique strengths and has high aspirations for all young people identified as having SEND; we strive to ensure that all students achieve their best, that they become confident individuals living fulfilling and rewarding lives and that they make a successful transition into adulthood.

### **Aims**

- To create an ethos of true inclusivity that is held by staff and pupils alike characterised by encouragement of all, celebration of individual strengths, acceptance, respect of personal achievements and sensitivity and support of individual needs, ensuring all young people can thrive.
- To identify at an early age, individuals who require extra help and help them achieve their full potential; developing happy children with good levels of self-esteem and resilience.
- To provide access to progression within the curriculum.
- To create a spirit of collaborative teamwork; enabling pupil voice, parents participation, staff understanding, and appropriate involvement of outside agencies/wider community to support children's learning and health needs.
- To ensure quality training for staff that enables them to support pupils with SEND.

### **Objectives**

In implementing this policy, our goals are to:

- ensure all staff understand and work within the guidance provided in the SEND Code of Practice, 2014
- provide a robust system for early identification and support of SEND - To employ an SENDCo who has qualified Teacher status and a National Award in Special Educational Needs Co-ordination and who will ensure the SEND Policy is adhered to throughout the school
- provide support and advice to all staff who work with pupils with SEN and disabilities
- operate a whole school approach to meeting SEND, in which all members of the

school community have an understanding of their role; - adopt a 'person centred approach' to supporting pupils with SEND, ensuring that pupils and their parents are fully involved in decisions which affect them

- ensure there is effective partnership working with outside agencies when appropriate.

## **SEN INFORMATION AND THE LOCAL OFFER**

This policy, along with our annual SEN Information Report, forms our 'local offer' of support for pupils with SEN and disabilities at Allenbourn Middle School. You can find all this information on our school website. This information is kept under review and updated regularly.

## **ADMISSION ARRANGEMENTS**

Allenbourn Middle School uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, Allenbourn Middle School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the school liaises with health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on Dorset County Council's website ([www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)).

## **Transition Arrangements**

Allenbourn 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

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

At Allenbourn Middle School, we monitor the progress of all students to identify those at risk of underachievement. Teachers are responsible and accountable for the development and progress of pupils in their class, including where students access support from Teaching Assistants or specialist staff. Allenbourn Middle School recognises that quality first teaching, differentiated for individual students, is the first step in the Graduated response to meeting the needs of young people who may have SEND. Additional intervention and support does not compensate for a lack of quality teaching. The quality of teaching is regularly observed by SLT and supported during

staff development.

Teachers and SLT use the school's tracking systems and comparative national data to monitor the rate of students' progress. Half termly pupil progress meetings (core subjects) are held to analyse quality first teaching that meets needs through clear and personalised differentiation. If a pupil continues to struggle with the curriculum despite the above, we

will consider whether they have a special educational need. To do this staff use a wide range of tools including:

- Standardised tests;
- Information from parents/carers;
- Professional discussions;
- Half termly Pupil Progress meetings in core subjects;
- Medical information.

If it is decided that a pupil has SEN and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) the school will seek to remove barriers to learning and will put effective special educational provision in place to meet the pupil's needs. The pupil will be added to the SEN register under the category of SEN Support and their need identified under at least one of the four broad areas of need as defined by the SEND COP 2014;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs.

Parents will be informed in writing when this happens. The provision given at SEN support will be individual to each child, according to their SEN and will take the form of a four-part cycle of assess, plan, do and review. This process helps staff to develop a deeper understanding of the student's needs and of what supports the student in making progress and securing good outcomes. This process is known as the graduated approach. The school may request support from other agencies when determining how best to support the student.

The school also recognises that pupil progress may be affected by other factors which are not classed as SEN, for example:

- Attendance and punctuality;
- Health and welfare;
- English as an additional language;
- Being in receipt of Pupil Premium;
- A Looked After child;
- Children from Service families;
- Behaviour, where there is no underlying SEN;
- Bereavement.

These needs will be addressed appropriately using other processes or strategies.

## **SUPPORTING PUPILS WITH SEN AND DISABILITIES**

At Allenbourn Middle School we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. **Assess** – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
2. **Plan** - the teacher and our SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. **Do** – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. **Review** – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews at Allenbourn Middle School are person centred and focus on the pupil's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- consider whether the EHC plan is still needed. A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on [Dorset's Local Offer](#).

### **Coming off the SEN Record**

In some cases, a pupil may be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. In such cases, this will be done with consultation of parents/Teaching staff/SENCO and progress and attainment will continue to be monitored closely.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

### **WORKING WITH OTHER COLLEAGUES AND AGENCIES**

Regular meetings take place between the SENDCos of the school in Wimborne Academy Trust and with SENDCos from feeder schools. The SENDCo also attends Local Authority Inclusion Briefings.

Allenbourn Middle School makes full use of experts in a number of fields when supporting the needs of its pupils. Effective liaison takes place between the schools and the following individuals or support agencies:

- Educational Psychologist Service;
- School Health Service;
- Local Medical Services;
- Locality;
- Social Care;
- Hearing and Visually Impaired Support Service;
- Speech and Language Service;
- CAMHS teams.

Parents/carers are consulted before the involvement of any outside agency and are kept fully informed about the advice provided by all agencies.

## **TRAINING AND RESOURCES**

Allenbourn Middle School aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENDCo and senior leadership team ensuring that training opportunities match school priorities. The SENDCo will also provide information on specific special educational needs for new staff.

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

## **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 policy/protocol on security of information.

## **LINKS TO OTHER INFORMATION**

This policy closely links with other policies, plans and information produced by Allenbourn Middle School and these are outlined below.

### **Accessibility Plan**

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled pupils
- b) improve the physical environment of the school to increase access for our disabled pupils and
- c) make written information more accessible to our disabled pupils by providing information in a range of different ways.

Our Accessibility Plan can be found on the school's website.

### **Supporting pupils with medical conditions**

In line with the Children and Families Act 2014 and the associated guidance, *Supporting pupils at school with medical conditions* (Dec 2015), Allenbourn Middle School makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting pupils with medical conditions' policy can be found on the school's website.

### **MONITORING AND EVALUATION**

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities.

### **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the SENDCo or a member of the Senior Leadership team.

Further details can be found within our Complaints Policy which is available on our website.

***For further information about support services available for pupils with SEN please contact Dorset SEN and Disability Information, Advice and Support Services (SENDIASS) on***

***<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/educationandlearning/services-to-help-support-your-child/dorset-sendiass-impartiality-policy.aspx>***

## **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

PLAC - Previously looked after child

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