

SEND policy and information report

Myton School

Approved by:	Full Governing Body	Date: 21.03.22
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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At Myton School our vision for SEND students is underpinned by our school priority that ‘no child is left behind’. In the context of our work with SEND students and their families, this means we endeavor to support all students in all key stages to identify possible barriers to learning and then look to remove these barriers to enable successful next steps for all students. We focus our time and support to ensure students take appropriate levels of responsibility for their own learning and are able to advocate for themselves when needed. As a school we aim to ensure that students are supported first and foremost through the high quality teaching they receive in their classrooms each day. Class teachers, students, families and our wider pastoral team work in partnership to ensure the best possible outcomes for all students. We focus on positive destinations for students at each key stage, with life skills and social responsibility being key to this plan.

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 students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

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

3. Definitions

A student has SEND 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 the 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. This special educational provision can be in the form of intervention groups, 1:1 support or planned sessions with our pastoral team or wider specialist team.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Amy Hawkes. Our Assistant SENCO is Louise Cleaver. Our SEND Link Governor is Mike Oldridge, Chair of Governors.

As a team, we will:

- Work with the Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support, focusing on quality first teaching and then moving towards intervention and specialist assessment over time
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 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 students with SEND up to date

4.2 The SEND Governor

The role of our Governor is to:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this at least yearly

- Monitor the progress being made by SEND students is in line with their national averages for students
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every student 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Heads of Year and Heads of Department

The role of these key leaders in learning is to:

- Ensuring their department and teams are following the SEND policy
- To oversee and develop the staff within their team, focusing on the skills needed for quality first teaching and pastoral planning
- Review student progress, both academic and social data, to ensure timely and precise intervention is used with students
- Monitor the progress data for all SEND students and work with the SENCO to review provisions and planning in curriculum areas and pastoral planning

5. SEND information report

5.1 The kinds of SEND 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 disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying students with SEND and assessing their needs

Our process of identification of SEND needs is focused around discussions with families, teaching and support staff, discussions with students and their class teachers. We use regular opportunities to meet with parents and carers through online SEND meetings, this is often a starting point for wider assessments and the start of the assess, plan, do review cycle for students.

We will assess each student'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 students 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 student is recorded as having SEND.

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 student and their parents and carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer (what we do as our day-to-day approach), or whether something different or additional is needed.

Our referral process is led by our alignment meeting process on a fortnightly basis within the pastoral team setting.

5.3 Consulting and involving students and parents

Parental/Carer conversations are an important part of our SEND process at Myton School. We use fortnightly online meeting sessions with our SENCO/Assistant SENCO to speak to parents/carers regarding any concerns they wish to raise. We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty

- We take into account the concerns of both parents and students
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- These plans will be reviewed as appropriate- fortnightly, monthly or half termly as appropriate

We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

Once we have established that there may be a possible area of SEND need to investigate and possibly provide additional support for in school, 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 student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or 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 student'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 student will be made aware of their needs, 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 student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. This process of information sharing starts early in the year of transition and is taken on a case by case basis in order to meet the needs of the student and their next steps in education and training. For students with an EHCP, this process is linked to their annual review cycles. Wherever possible, we invite members of the SEND team from a student's college/school or training setting to annual reviews. For SEND K students we work alongside their SEND teams at new the setting to share informally and plan transition visits as appropriate. Students are supported to visit their new settings with members of staff from Myton School as necessary.

5.6 Our approach to teaching students with SEND

Class teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to students who have

SEND. This will be differentiated for individual students. Our SEND team supports all members of staff to develop their knowledge and skills in teaching SEND students, this is through continuous CPD, student focused meetings and individual support from our SENCO and Assistant SENCO.

We know that the best environment for students to access high quality teaching from subject specialists is the classroom alongside their peers. As a result, we deploy teaching assistants to classrooms to ensure all students have access to a broad and balanced curriculum.

5.7 Adaptations to the curriculum and learning environment

At Myton School, we make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing so that staff with specific skills and training are deployed to meet the needs of students
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Time and space to work away from the classroom environment eg working in the LINC in small groups for assessed work, pre-teaching or over-learning of topics

5.8 Additional support for learning

We have 15 teaching assistants who are trained to deliver interventions for student on the SEND register, and those who are in the process of wider SEND assessment. Intervention groups run to support a range of social and academic support. Academic support includes small group maths intervention, phonics skills, guided reading and handwriting groups.

Teaching assistants will support students on a 1:1 basis when student's needs require this to be in place. This includes support for scribing in lessons, the nature of a student's physical needs and to support emotional regulation.

Teaching assistants will support students in small groups when there is a need to provide additional focused support on a regular basis. This will be time limited and over a structured period of time. For example, 6 weeks of 20 minutes reading intervention in small groups. Small group support aims to target specific skills in order to boost confidence and reinforce quality classroom teaching.

We work with the following agencies to provide support for students with SEND:

Dr Julie Harvey- educational psychologist

Joanna Burden- SENDsupported

Warwickshire Integrated Disability Service

Warwickshire Specialist Teaching Service

The Family Information Service

SENDIAS- Independent SEND advice for parents

5.9 Expertise and training of staff

Our SENCO, Amy Hawkes, has 5 years' experience in this role and has worked as a teacher for the last 15 years at Myton School, role in this time include Geography teacher, Head of Department and Lead Practitioner. Amy is a qualified SENCO, having completed the SENCo Award at Northampton University. Amy's time in school is focused on classroom teaching as well as dedicated SEND time. This time is used to meet with parents, observe lessons, meet with students and ensure the SEND team are meeting the needs of students.

We have a team of 15 teaching assistants, they work at a range of TA1, TA2 and TA3 levels to provide support for students both in lessons and through targeted intervention sessions.

In the last academic year, staff have been trained in Zones of Regulation, Drawing and Talking, Think Good, Feel Good, Lego Therapy, Forest School and Nurture Provision.

Whole-school training over the last 2 years has focused on developing staff awareness and confidence with SEMH needs, this has involved staff-wide training on Trauma, Attachment and Emotion Coaching.

5.10 Securing equipment and facilities

In order to support students and their progress in school, it may be necessary to secure additional equipment or resources. In each case we are guided by the advice given to us by external professionals and information shared through conversations with families. Funding for equipment is discussed on a case-by-case basis with the SEND and Finance teams in school. Equipment provided by the school can include: laptops, ipads, specialist visual resources and support for physical access to the school site, as well as resources for occupational therapy support. This is not an exhaustive list.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks, depending on the intervention session
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Parent and student voice feedback
- Evaluation of social pastoral data
- The impact on academic data

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to take part in sports day, sporting clubs, school plays, extracurricular activities, and school trips. No student is ever excluded from taking part in these activities because of their SEND or disability. All school trips and visits are planned alongside our SENCO to ensure reasonable adjustments are in place to support students who wish to attend trips and visits. This is especially important for international visits such as Iceland, The Alps, CERN or Spain. Our annual watersports holiday for Year 9 students to Newquay is carefully planned to ensure all students can access sports and team activities during their visit.

Students with disabilities are supported via our SEND team. We meet with students and their families ahead of their transition to school, this is often with support from primary school colleagues and the Integrated Disability Service. We work closely with families and external services to ensure access plans are in place and modifications to the school site are completed as needed.

Our Access Plan can be found on our school website here.

5.13 Support for improving emotional and social development

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

- Development of peer relationships through careful form tutor group planning
- Social skills intervention groups- Nurture Provision, Breakfast Club, friendship group, Boomerang Project, Think Good, Feel Good, zones of regulation
- Supported social time- in the LINC and Inclusion Centre
- Farm Friday visits
- Forest Schools provision
- SEMH mentoring
- 6th Form Inclusion mentoring
- Young People First youth group sessions
- PHSE and Life Skills curriculum
- Our varied and diverse extra-curriculum programme

We have a zero-tolerance approach to bullying. Our Wellbeing Policy outlines the steps taken to ensure positive relationships and the steps taken in school to support students who experience bullying in school.

5.14 Working with other agencies

Our work with external agencies is an important part of our support for SEND students at Myton School. We have built strong relationships with a wide range of external professionals, these include:

- Dr Julie Harvey- educational psychologist

- Joanna Burden- SENDsupported
- Warwickshire Integrated Disability Service
- Warwickshire Specialist Teaching Service
- The Family Information Service
- COMPASS school nurse service
- Targeted Youth
- Young People First

These external professionals either work directly with students and their families in school, or remotely to provide advice and guidance.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Amy Hawkes, Assistant Head/SENCO in the first instance. If your concern cannot be resolved, an official complaint can be made using the school's official process.

The parents of students 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 for raising concerns

If you have any concerns regarding SEND at Myton School, please contact Amy Hawkes in the first instance. Hawkes.a@myton.co.uk

5.17 The local authority local offer

Our local authority's local offer is published here: [SEND Local Offer – Warwickshire County Council](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Amy Hawkes, Assistant Head/SENCO **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 students with medical conditions
- Anti-bullying Policy/ Wellbeing
- Teaching and Learning Policy
- Curriculum planning