



# Montgomery High School

## Special Educational Needs and Disabilities Policy

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Review period

Annual

## **Special Educational Needs – A Definition**

There is a wide spectrum of special educational needs which are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment. Children have needs and requirements which may fall into at least one of four areas:-

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

We have a wide spectrum of special education need at Montgomery. Difficulties encountered by students may include:-

- Poor basic language skills - low reading and spelling ages.
- Difficulty in understanding oral and/or written information and instructions.
- Slow pace of work.
- Difficulties in completing classwork and homework.
- Discrepancy between classwork and oral work.
- Performance in tests not coherent with classwork.
- Social and emotional difficulties.
- Inability to stay on task.
- Students with sensory impairment.
- Students with physical impairment.

## **Equality**

This policy should be read in conjunction with the Montgomery High School Single Equality Scheme 2013-16. School practices will be subject to equality impact assessment and any necessary action/s in relation to:

- Ethnicity
- Religion or belief
- Socio economic background
- Gender and gender identity
- Disability
- Sexual orientation
- Age
- Marriage/civil partnership
- Pregnancy

will be implemented.

## **Access to the Curriculum**

All students have equal access to the full range of curriculum offered by the school at each Key Stage. Students with SEND engage in the activities of the school together with students who do not have SEND. Tutor groups consist of mixed ability groupings where students experience personal and social education together.

We embrace the government policy on inclusion and recognise the requirements of the 2002 Disabilities Act.

We value all our students and staff equally and make the teaching and learning, achievements, attitudes and well being of every young person really matter. Our work is designed to reduce barriers to learning and participation and promote tolerance and understanding.

We meet a range of diverse needs but are well aware that all students are individuals and we are constantly striving to develop our understanding and awareness. We are willing to change and adapt our provision for any student who wishes to be a part of our school. We wish to hear the voice of students with disabilities and allow them to assist us in our planning.

The purposes of this policy are to:

- Identify and diagnose students with learning difficulties.
- Ensure equal access to all parts of the curriculum for all students.
- Develop flexible learning methods, so that all students enjoy the learning process.
- Encourage students to realise their potential.
- Develop structures to monitor and record progress of students with SEND
- Heighten awareness, amongst teaching colleagues, of available learning support resources.

## **Principles**

There will be a framework for an efficient testing and referral system within the school.

When necessary, involvement will be sought from external agencies to supplement any assistance given within school.

The classroom teacher is seen as the person most responsible for children with learning difficulties. However, there must be the flexibility to teach on an individual or small group basis or by means of in-class support.

In order to ensure the continuity of an effective learning process, there will be liaison between primary and secondary schools, and also between parents and teachers. Students will be encouraged to become actively involved in setting targets and evaluating their progress. Students will be encouraged to take part in decisions about their education

Through a programme of in-service training for teachers, support will be given to colleagues to develop ideas, methods and techniques.

## **Conclusion**

All children will be encouraged to develop positive attitudes to learning, and thereby gain confidence in their own abilities to cope with all aspects of school life. The 2014 Special Educational Needs and Disabilities Code of Practice 0-25 years maintained that schools must do everything in their power to make provision for students with special educational needs. At Montgomery High School we have regard for this Code of Practice. We are committed to developing strong partnerships between parents, the local education authority, health and social services and voluntary organisations. In this way we will strive to remove barriers to participation and learning.

## Management Structure

### Governors will:

- Have regard to the Code of Practice when carrying out its duties towards students with special educational needs.
- Do their best to secure that the necessary provision is made for any students with special educational needs.
- Ensure that where the ‘responsible person’ has been informed by the Blackpool Borough Council that a student has special educational needs, those needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those students who have special educational needs.
- Consult Blackpool Borough Council; as appropriate, the Funding Authority; and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Annually review the school’s policy for students with special educational needs.
- Ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision that is required, the efficient education of other children in the school and the efficient use of resources.

The Headteacher and Senior Leadership Team have overall responsibility for children with special educational needs within school. The SENCo is responsible for the day-to-day organisation and provision of education for those with special educational needs.

### The SENCo will:

- Develop activities designed to raise aspiration and ambition and to encourage independence in learning
- Co-ordinate overall provision for students with SEND
- Advise and support Curriculum Areas in providing a differentiated and accessible curriculum which meets the needs of all students.
- Identify the needs and monitor progress of all students with SEND against targets set.
- Ensure resources are deployed effectively to ensure all student’s needs are met.
- Develop and implement Student Passports for students identified as statemented or having an Educational, Health and Care Plan, or on the SEN register as SEN support.
- Advise and assist staff in the development and implementation of targeted support for students identified as SEN Support on the SEND register
- Keep parents and carers informed of their child’s progress
- Work effectively with outside agencies in order to meet the needs of individual students.
- Ensure all students are fully involved in all aspects of school life including participating in their own learning and decisions about it.
- Liaise closely with the SEND link governor and ensure governors are all informed of developments and their responsibilities to support, monitor and evaluate the school’s SEND policy
- Maintain and update the SEND Register
- Address specific learning difficulties, which may be associated with literacy and numeracy.
- Provide support for students with social or emotional difficulties including the use of Learning Support and the Nurture Unit as a “safe area” when appropriate.
- Address more general problems of understanding that children may encounter in the subjects that they are following.

- Address the needs of students with learning difficulties that may be the result of a particular syndrome or condition such as Attention Deficit Hyperactivity Disorder or an Autistic Spectrum Disorder.
- Address the needs of students with hearing, visual, medical or physical impairments and advising staff on how best to support their needs.
- Co-ordinate the approach which departments use with a particular student with SEND.
- Foster an atmosphere of high but realistic expectations for students with special educational needs.

## Equality of Opportunity

The progress of students with special educational needs will be carefully monitored and regular review meetings will be held. Parents and students will be consulted regularly. Records will be kept by the SENCo.

It is our policy to ensure that students with special educational needs engage in activities in a fully inclusive manner.

This is implicit in practice and is in line with our Equal Opportunities Policy. Students with special educational needs are entitled to be registered in mainstream tutor groups, have full access to the National Curriculum and the opportunity to engage in all activities including extra-curricular activities.

Actions to ensure the consistent use of specific learning strategies to support students with Special Educational Needs and/or Disabilities will be implemented and their impact monitored.

### 1. Staffing

	No of school staff	Total employment
<b>SENCo</b>	1	1
<b>Assistant SENCo</b>	1	1
<b>Lead SSA</b>	1	1
<b>SSA Level 3</b>	2	2
<b>SSA Level 2</b>	3	3*
<b>HLTA</b>	2	2
<b>Centrally funded Learning Support Staff</b>	0	2

\*1 employed for specific named students

### 2. Admission Arrangements

SEND students are admitted to Montgomery High School in line with the School's Admission Policy. Montgomery High School is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. Following liaison with primary schools the SENCo will be alerted to those students who may have special educational needs and will attend reviews at primary schools and to arrange extra visits for those students who would benefit from them. In order to convey this information to the appropriate teachers, so that the students educational needs can be met, a booklet of information is produced and shared. Progress is monitored and students with special educational needs receive additional guidance from the SENCo in order to ensure a curriculum match in option selection. Guidance is also given regarding post 16 education and careers. Transition visits are arranged, where necessary, to Blackpool and Fylde College, Blackpool Sixth Form College, Myerscough College and other settings as needed.

### **3. Transition Arrangements**

A Connexions Advisor is present in school and liaises with the SENCo to ensure that the needs of students with SEND are met as they progress through the school and as they prepare to leave school.

Close partnership with primary schools and post 16 establishments alongside the help and advice given by special schools provides an integrated, planned and managed transition pathway both into Year 7 and from Year 11 to 12. The SENCo attends meetings when students are transferring from special school to mainstream and this together with programmed, confidence building activities meets particular needs and ensures smooth transition for students with SEND.

### **4. Identification, assessment and provision**

#### **Support**

Teaching students with special educational needs is a whole school responsibility. Central to the work of every teacher – a continuous cycle of planning, teaching and assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of students. The majority of students will learn and progress with these arrangements. However some students will require extra support. In the main, in-class support is advocated. In this way, students have the benefits of specialist subject teaching and specialist support. However, there are occasions when individual teaching is considered the most beneficial and on these occasions, students are withdrawn from class for short periods of time. A co-operative teaching approach does need to be carefully planned, as does differentiated work. Learning difficulties arise when there is a mismatch between the curriculum and the abilities of students. Additional support is given in catch up sessions in literacy and numeracy and in individual or group sessions which have been especially arranged to meet needs. These may be for example for the improvement of spelling or anger management.

Where a classroom teacher has the opportunity to work with either a support teacher or a support assistant, it would be expected that for maximum effect, the following issues may be considered:

- Students are included in classroom activities rather than excluded.
- There is collaboration rather than polarisation of teacher expertise.
- There is some modification of the curriculum so that all students have access.
- Teachers would liaise and discuss lessons.
- Both teachers enjoy parity of status in their own eyes and in the eyes of the students.
- The classroom management style favours active learning and group work.

The majority of support given to students is provided in-class. The school uses special support assistants to support students learning in class according to their level of need. The timetable for in-class support is written by the SENCo ready for the academic year. It is essentially a fluid document and is amended or re-written as and when the need arises. The following criteria are used to prioritise support for students with SEND:

- Students with statements/ Education, Health and Care Plans are allocated support for the amount of time or in the areas dictated in their statement of special educational need
- Students who have previously been withdrawn for extra support and still fall short of the minimum levels of literacy/numeracy in order to function in the classroom
- Low ability groups for English, Mathematics, Science and Key Skills
- Other students (SEN Support) in need of class support
- Withdrawal of students with low reading/spelling ages
- Early examinations
- Coursework support
- Year 7 – other subjects
- Year 8-10 other subjects

- Requests from teachers

## **5. Identification of Students with Special Educational Needs**

### **Year 7 Screening**

- Primary school transfer documents and interviews with primary school teachers.
- National Curriculum levels and SAT results.
- Reading and Spelling Tests
- NFER Cognitive Ability Tests. These tests alert us both to high and low attainment in verbal, quantitative and non-verbal areas. Discrepancies between verbal and non-verbal scores may indicate specific learning difficulties.

### **Advice from Partner Agencies**

### **Referrals**

Referrals may be made at any time during the school year from departments to the SENCo using a referral form and accompanying guidance sheet.

- Identification of students not previously on the SEND list remains the responsibility of all members of staff.
- The SENCo meets regularly with Progress Managers to review students on the SEND list amending the list as required.
- Any student who is giving cause for concern in any area can be brought to the attention of the Student Support Centre. Referral is completed by the member of staff who indicates the nature of the difficulty and strategies tried to date. After consultation between teaching staff, student and the Student Support Centre, it may be appropriate to place the student on SEN Support. During this process, parents/carers will be consulted.

It is accepted that there is "overlap" of ability. We seek to address **any** problems this causes by applying suitable "differentiation" techniques. Movement between student groups can be possible and decisions are made on the basis of which educational environment best suits a child's ability and level of application in the professional judgement of the school.

### **Level of Support**

The school will follow the graduated approach to special needs as prescribed in the Code of Practice.

When a student requires interventions which are additional to or different from those provided as part of the schools visual differentiated curriculum they will be placed on the SEND register at SEN Support.

It may be that the student requires additional support in the management of learning or behaviour. Subject and pastoral teachers remain responsible for working with students on a daily basis. Usually the student will have a Student Passport, the targets of which will be monitored. In addition, support from a specialist teacher/agency may be sought.

### **Students with a Statement/ Education, Health and Care Plan**

Some students may require a statement of educational needs. This will be maintained by Blackpool Borough Council and appropriate provision for the student will be put into place either by the school or the authority. In line with the 2014 Code of Practice, Statements will initially be converted into Education, Health and Care Plans for students in Years 9 and 11 by Blackpool Council.

Teaching staff, pastoral staff and SSAs will be consulted prior to reviews.

## **Review arrangements**

### **Statements/ Education, Health and Care Plans**

- Students with Statements of Special Educational Needs will have a formal annual review led by the SENCo. The student, parents/carers, Special Support Assistant(s), Progress Manager, and representatives of any outside agencies are invited to attend.
- Two additional reviews are conducted throughout the year.
- Prior to the reviews, progress towards targets forms are circulated to the entire student's teaching and pastoral staff.
- The student completes a student's views form before the review.
- The student completes a reading and spelling test before the review to measure progress where applicable
- Parents are sent a parents view form which they complete and return to the SENCo prior to the review.
- The Student Passport is reviewed and amended alongside their entry on the Register
- Staff are alerted to this.

### **SEN Support**

- Students receive two reviews per year.
- Progress towards targets sheets are completed by all teaching and pastoral staff
- Parents/carers complete a parents view form which is returned prior to the review
- The student completes a student's view form which is also completed prior to the review.
- The student completes a reading and spelling test before the review to measure progress where applicable
- Parents/carers and the student are invited to attend the review
- Progress is monitored and targets are discussed and set with the student.
- The Student Passport is reviewed and a new one is attached to their entry on the register after the review. The Student Passport includes short-term targets, strategies which can be used in class and advice for the student and their parents/carers.
- Staff are made aware of this and the Student Passport is linked to the student entry on SIMS.

### **6. Responsibilities of Curriculum Area Leaders/Teaching Staff Curriculum**

- It is the responsibility of all teachers to ensure they have the latest copies of the Student Passport for the students they teach. Please note that these documents must remain confidential at all times
- All teaching staff should ensure that they plan lessons which enable all students to access the curriculum. Tasks should take into account student's reading ages.
- It is the Curriculum Area Leader's responsibility to ensure that the curriculum is accessible, stimulating and challenging to all students
- Schemes of work should identify different teaching strategies, teaching styles and differentiated learning outcomes for students. Homework tasks should be differentiated accordingly

The Special Educational Needs policy at Montgomery High School is committed to inclusion so withdrawal during the school day is limited to extreme cases in order to develop urgently needed literacy and/or numeracy skills.

Learning Support staff are able to help teachers make sure that all students can cope with the literacy demands of their subjects.

The curriculum at Key Stage 4 has been developed to respond to student's interests, aptitudes and abilities. There is now a statutory obligation for all schools to provide Foundation Learning provision at Key Stage 4

and beyond. This consists of 3 elements: vocational, PSHE and Functional skills in English, Maths and ICT. The school is fully compliant in this area and will be running accredited courses in Foundation Learning. Further developmental work in the school has mirrored Foundation Learning at the beginning of KS3 with the additional inclusion of intensive literacy support. Some students with SEND have access to alternative provision at Level 1 at external providers. Long-term work experience is also an option.

## **7. Access to Extra Curricular Activities**

All students with SEND are provided with full access to the school's extra-curricular activities.

## **8. Evaluating the SEND Policy**

Parent and student view forms are completed before a student is reviewed. Their views enable the Learning Support Faculty to assess the effectiveness of the SEND Policy.

The policy is also reviewed annually by the SENCo. The academic progress of students with SEND is evaluated in the same way through Cycles 1 – 4 as with all students.

As part of the monitoring and evaluation of the school's success in educating its students, the needs of students with SEND and the match to curriculum provision is carefully evaluated. It is our policy to ensure needs are identified as soon as possible. The success of these procedures is monitored through the progress and achievements of named students on the SEND register. Factors such as achievement in National Curriculum levels, GCSE grades, BTEC levels, movement between stages of the Code of Practice and student achievement of personal targets are all taken into account. This information is gathered through teacher discussion and Student Passport Reviews. Qualitative reviews related to gains of confidence and self esteem are gathered from teachers as are student and parental views. The work of agencies contributes to students' success and is evaluated at review meetings.

## **9. Partnership with Parents/Carers and Students**

Parents of all students in the school are encouraged to contact the school if they are worried about their child's progress. If these worries relate to learning difficulties they are referred to the SENCo. Conversely parents may be contacted by school if it is felt that a child is experiencing difficulties.

### **Student Involvement**

Montgomery High School encourages students to be involved in their learning and their targets. It is realised that students have a right to express opinions and their opinions will be taken into account.

We will make regular contact with parents/carers of children with SEND. Parents/carers may also contact their child's Progress Manager who will then pass on the concern to their Student Support Centre contact at their regular meeting. Partnership with parents/carers is regarded as essential for any progress to be made with regards to any programme that is implemented. Parents/carers are asked to actively support programmes, to provide appropriate reward when targets are met and to attend any Review Meetings.

It is hoped that close home-school liaison will minimise the need for complaints but should they arise, parents/carers are encouraged to contact the SENCo at the school by telephone or letter in the first instance.

We undertake to reply to the complaint within twenty-four hours **wherever possible**. If the complaint cannot be resolved by the SENCo, then the matter is referred to the Senior Leadership Team. If this intervention fails to yield satisfactory results then the matter is referred to the Headteacher who may involve the governing body and ultimately the Governor's Curriculum Complaints committee.

## **10. Professional Development in Relation to Special Educational Needs**

The SENCo will keep up to date with developments in Special Educational Needs. This will be done through regular attendance at local meetings of other SENCos and other relevant in service training. The SENCo advises the Inset Co-ordinator to assist in the Special Educational Needs training of other staff and ensures that the staff are kept fully aware of developments regarding Special Educational Needs both formally and informally through contributions to staff meetings and professional development.

Such professional development is actively encouraged to develop the breadth and depth of SEND experience amongst all staff, including Special Support Assistants. The impact of this training is monitored and evaluated by the SENCo.

## **11. External Support Services**

The school has strong links with the psychological service, medical advisors and the Principal Special Needs Officer. The school psychologist meet with the SENCo on a regular basis to discuss the needs of particular students and to offer professional advice.

It is sometimes necessary to enlist the support of the Social Services and the Pupil Welfare Officer. The SENCo has regard to the Child Protection and Safeguarding Policy of the school.

### **Agencies**

The **Educational Psychologist** (EP) works closely with the school Student Support Centre.

Termly allocations of time are usually dedicated to dealing with children on SEN Support or those with statements. Parents/carers will be asked for permission for their child to see the EP if appropriate.

The **Student Welfare Officer** (PWO) liaises with Progress Managers in order to identify children whose attendance has become a cause for concern. This will involve the Student Support Centre in the case of school refusal or phobia.

**Educational Diversity Outreach Team (formally BAT and EWIST).** The outreach tutor is available to work mainly with students with emotional, social or behavioural difficulties. This may include weekly Anger Management and Social Skills groups for students who would benefit from this input. Permission will be sought before any work takes place. The BAT also has a home liaison officer who can discuss parenting issues.

**Specialist Teachers** are made available to us in cases where this type of support has been indicated on a statement or on a few occasions where this type of intervention has been requested and the request has been accepted. The most common type of support would be in the area of speech and language or physically or neurologically impaired (PNI).

There is a policy of close consultation with agencies in order to support students who may have problems outside the normal remit of the school.

## **12. Health and Safety**

The Student Support Centre has full regard for the Health and Safety of students and staff. It follows the School Health and Safety Policy. Risk Assessments are carried out prior to any SEND student taking part in any activity.

### **13. Bullying**

Montgomery has a comprehensive anti-bullying policy that can be read in conjunction with this policy and can be downloaded from our school website. The emotional wellbeing and welfare of all our students is of paramount importance. If issues arise, they are dealt with swiftly by the pastoral team.

### **14. Access Facilities**

All teachers are responsible for making their lessons accessible to all. Montgomery has lifts in two of our buildings and ramps to the P.E department, science block and into the main block. Where there is no disabled access, timetabling arrangements are made to ensure that students in wheelchairs are taught on the ground floor. Where specialist equipment is required, Montgomery High School will endeavour to either purchase or loan the equipment.