

# Mossley Hollins High School



## SEND Policy

At Mossley Hollins we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality

### Data Protection Statement

The procedures and practice created by this policy have been reviewed under our Data Protection Policy in line with GDPR.

Accepted by the Governing Body – March 2020 (Slight amendments to Job titles, 24 March 2021 and in September 2022)

## 1. Aims and Objectives

- 1.1 The school will be relentless in its drive to ensure that the necessary provision is made for any student who has special educational needs and/or disabilities and ensure that, where the Headteacher or the appropriate governor has been informed by the SENCO that a student has special educational needs and/or disabilities, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those students who have special educational needs and/or disabilities.
- 1.3 The staff will ensure that students with special educational needs and/or disabilities are able to and have access to joining in the activities of the school together with students who do not have special educational needs and/or disabilities, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 1.4 The school takes account of the 2010 Equality Act.  
A key amendment to the duty makes it clear to 'advance', which means that the school will consider, amongst other things, that meeting the needs of disabled people may involve taking steps to take account of people's impairments, even when that involves treating disabled people more favourably than other people.

## 2. Responsible Persons

The 'Responsible Person' for SEND is Mr Wilson (Senior Assistant Headteacher).

- 2.1 The person co-ordinating the day to day provision of education for students with special educational needs and/or disabilities is Ms A Sherlock, Director of SEND & Learning Support (SENCO) and Mrs A Pringle, Associate SENCO (Currently obtaining NASENCO status).

## 3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs and/or Disabilities. As such, Mossley Hollins High School adopts a 'whole school approach' to special educational needs and/or disabilities which involves all the staff adhering to a model of good practice. The staff at the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs and/or disabilities who are afforded the same rights as other children. This includes those children with Education, Health and Care Plans (which have replaced Statements of Educational Need) and those with less significant problems. Where Mossley Hollins High School has been named as the Secondary School for a year 6 student, a thorough review of the school's ability to provide for that student is undertaken, in accordance with equal opportunities, before making a response to the LA.

### Specialist Provision

The new build, opened in February 2011, is fully compliant with building standards and the recommendations in the Disability Discrimination Act.

There are two lifts, disabled toilets, disabled changing facilities, level access throughout the building and disabled parking places.

Flexible learning spaces and furniture enable the school to accommodate any equipment needed by individual students.

Refuge points for students with mobility needs are located at the top of each set of stairs in the event of a fire, and a fire evacuation plan is in place. Evacuation chairs are in place to be used as necessary.

A review of acoustics in the new building was undertaken to ensure that the design of the learning areas effectively meet the needs of students with special educational needs – particularly those with a hearing impairment.

#### 4 Access to the Curriculum

- 4.1 The National Curriculum will be made available for all students. Where students have special educational needs and/or disabilities a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for students with special educational needs and/or disabilities to match the nature of their individual needs and the SENCO will keep regular records of the students' special educational needs and/or disabilities, the action taken and the outcomes.
- 4.3 There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach, and on-going staff training will ensure that this occurs.
- 4.5 Schemes of work for students, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs and/or disabilities.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.
- 4.7 Students needing additional support at break/lunch times due to long or short term physical disabilities are issued with learning support lunch to limit **queuing time and access a smaller dining experience**.
- 4.8 The On Board Centre is in place for students needing social, emotional and mental health support, respite for medical reasons or reintegration following long term absence. The facility aims to embed the Mossley Hollins High School expectations into all students, especially those who are finding these difficult to meet.
5. Providing a graduated response using the Code of Practice suggested wave system. Wave 1 -3 which precedes the new EHCP stage. These have replaced "School Action", "School Action Plus" and "School Action Intensive" (Pre Statement)

The school offers a differentiated curriculum. When a student fails to make progress and shows signs of difficulty in some of the following areas, acquiring literacy and numeracy; emotional, social and mental health difficulties; cognition and learning, sensory or physical problems or communication and interaction difficulties, the school may place the student at "Wave 1 or Wave 2" and offer support that is additional to and different from the differentiated curriculum in a range of ways including:

- Quality First Teaching
- Withdrawal from some lessons for additional literacy and numeracy sessions
- Provision of appropriate access arrangements for internal and/or external examinations
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Withdrawal for specialist programmes, such as SPLD support
- Inclusion in Fire Evacuation Plans
- Care Plans written in conjunction with parents and students
- Paired reading schemes
- Use of specialist equipment
- Alternative teaching strategies
- Classroom organisation and management support
- Visual Aids
- Visual Timetables
- LSP [Learning Support Plan]
- OBC provision

The resources allocated to students (see 7) who have non-EHCP special educational needs and/or disabilities will be deployed to implement the above as outlined in the revised Code of Practice.

Parents / carers should be informed and students should be involved in decisions taken at this stage. (See also 8, 11 and 12) In addition, all of our children looked after (CLA) have a Personal Education Plan (PEP) to support their progress.

If a student does not make progress despite the school taking the action outlined, advice will be sought from the appropriate external support services referred to in Section 8, and the student will be moved to "Wave 3".

## 6. Identification and Assessment – Graduated response

6.1 If progress is still not achieved despite "Wave 3 Support", the student may be assessed bearing in mind the LA guidance with a view to initiating EHCP, Education, Health and Care Plan as per the Special Educational Needs Code of Practice, July 2014. The appropriate forms from Tameside will be used for recording and referral as necessary.

6.2 Identification of children with special educational needs and/or disabilities will be undertaken by all staff through the SENCO and the appropriate records will be maintained. Where necessary, students will be referred to the SENCO for diagnostic testing to construct a profile of the student's strengths and weaknesses.

6.3 The progress of students with special educational needs and/or disabilities will be reviewed with all other students through half termly data collections. Additionally, the progress of students with an EHCP will be reviewed annually, as required by legislation. Where students are not making progress, additional support will be deployed where possible or an appropriate educational establishment sort through consultation with parents / carers and the Local Authority.

6.4 **Detailed records will be kept of the students receiving extra learning support. These will include:**

- Learning Support Plan to support the teachers of each student
- Any specialised tests completed by the student
- Reading and spelling age tests in year 7 and 8
- Files/Books containing work done by students in additional withdrawal lessons
- Booklets and work produced by students in interventions
- Reports from outside professional agencies

## 7. Resources

- 7.1 The school allocates a percentage of the school's total budget for students without an EHCP. These funds are devoted to the employment of teaching assistants for in class support and specialist teaching, the purchase of specialist teaching equipment and software and the purchase of traded services specialist time.
- 7.2 The school currently has (figures correct as of September 2022, to be updated October 2022 upon receiving all CTF) 154 students on the SEND Register made up as follows:

69 students are currently identified as wave 1  
48 students are currently identified as wave 2  
10 students are currently identified as wave 3  
27 EHCP - 2 Pending EHCP

## 8. Liaison

Parent/carers will always be informed when an external agency becomes involved with their child. (See also 11)

- 8.1 Regular liaison is maintained with the following external agencies for students at Wave 2/3 and students with EHCPs Statements of [as applicable]
- 8.2 The school has links to other Local Schools through the SENCO support network and LA inclusion consultants. Liaison is maintained particularly with regard to transition issues, and every effort is made to ensure a smooth transition for SEND students. Additional literacy and numeracy intervention takes place for those children who require this support.

## 9. Arrangements for the Treatment of Complaints:

The procedure for managing complaints:

In the first instance, a concern should be raised following the school's Concerns & Complaints Policy which provides full guidance on how to raise concerns and how to proceed if they are not dealt with satisfactorily; where appropriate, the SENCO will be made aware of concerns pertaining to SEND students and consulted as necessary.

SEND Support Services from LA  
Educational Psychology Service  
Social Care  
BLIS (Behavioural support)  
CLASS (Communication, Language and Autism  
Speech, Language and Communication Service)  
The Hearing Support Service  
The Vision Support Service  
Health Mentor Service  
School Nurse  
INSPIRE  
Connexions for Statemented Students  
Parent Partnership  
Looked after Children Services  
CAMHS (Child Adolescent Mental Health Service) now HYM (Healthy Young Minds)

## 10. Staff Development

- 10.1. Training needs related to special educational needs and/or disabilities will be identified by the SENCO in consultation with staff and will be incorporated into the School Improvement Plan.

## 11. Working with Parent/Carers

- 11.1. The school will actively seek the involvement of parent/carers in the education of their children. It is recognised that it is particularly important with students who have special educational needs and/or disabilities where the support and encouragement of parent/carers is often the crucial factor in achieving success.
- 11.2. Parent/carers will be kept informed about the special educational needs and/or disabilities experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.
- 11.3. As mentioned in '8' above, parents will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages

## 12. Student Participation

The school will work to ensure that students are fully aware of their individual needs and the targets. Steps will be taken to involve students in decisions which are taken regarding their education.

## 13. Evaluating Success

- 13.1. This school policy will be kept under regular review. The governors will gauge the success of the policy by the following:

- Academic progress of students with special educational needs
- Staff awareness of individual student need
- Lesson observations feedback, especially concerning differentiation
- Clear identification process
- Evaluation of additional support and provision
- The number of students with SEND participating in extra-curricular activities
- Improved behaviour of SEND students
- Student attendance
- Number of exclusions of SEND students
- Number of children supported by the funding allocation for non-EHCP special educational needs
- Consultation with parents
- Student voice
- Students' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2014.