



MANCHESTER  
HEALTH ACADEMY

# **MANCHESTER HEALTH ACADEMY**

SPECIAL NEEDS POLICY

2020-2021

## SPECIAL NEEDS POLICY

<b>Date approved:</b>	October 2020
<b>Approved by:</b>	Kevin Green, Principal
<b>Signed:</b>	
<b>Review date:</b>	October 2021

## 1. Purpose

Manchester Health Academy aims to provide a knowledge-led curriculum through which we will equip our students with the experiences, values and behaviours which will enable them to take their place as good citizens with a sense of pride for Wythenshawe and to be successful people who can turn their dreams into reality. We aim to:

- Promote a positive ethos in which all students have access to a broad, balanced and relevant curriculum which contributes to students' spiritual, moral, cultural, mental and physical development and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Ensure that where a student has SEND, these needs are identified and addressed appropriately, enabling the student to work towards achieving their full potential:
- Provision should match the student's need
- Provision should take account of wishes and feelings of the student
- Provision should be in partnership with the student's parent or carer
- Provide an inclusive environment where all students with SEND feel secure and confident, with positive self-esteem and are respected by others
- Provide a curriculum which meets the needs of all students, taking account of SEND
- Ensure all subject co-ordinators continually review their curriculum content in light of this policy with respect to content, methodology, aims and resources
- Recognise that ALL teachers are teachers of students with SEND and have a responsibility to meet those needs with advice and support from the SLT Link for SEND and the SENCO.

## 2. Scope

This policy applies to all staff who work at the Academy, either on a permanent or fixed term basis.

## 3. Roles and Responsibility

### Roles

**Special Educational Needs Co-ordinator (SENCO) with support from the Assistant SENCO (teaching and learning) and SLT Link for SEND.**

The role of the SENCO is part of a team responsible for monitoring the progress of our students with SEND and ensuring appropriate provision is in place where students are falling behind in their learning. Liaising with school staff, parents and carers, students and coordinating provision is an important component of the SENCO's role.

As part of the identification process, the SENCO collates the following information which helps build up the profile of the student:

- Health details, e.g. general health, vision, hearing, emotional factors
- Attendance
- Home language
- Assessment information

- A record of consultations with students, parents or carers and support services (where applicable)
- Adjustments made to improve performance
- Observation in the classroom to help identify strengths and areas of difficulty
- Student's independent work, teaching and learning style
- Reading, writing and spelling skills – persistence and severity of problems
- Monitoring progress and standardised tests.
- Access to Learning plans
- Information relating to interventions and strategies that have been used with outcomes and evidence of progress
- Involvement of the student in monitoring their own progress

Following the gathering of this information a profile can then be built of the student, which will support the class teacher in incorporating appropriate strategies and inform future planning and provision. In addition, the SENCO and Assistant SENCO will:

- Oversee the day-to-day operation of the school's SEND policy
- Ensure an appropriate budget allocation.
- Interpret legal requirements for staff, parents or carers and governors.
- Co-ordinate and evaluate provision, including interventions, for students with SEND
- Liaise with and advise teachers whenever necessary
- Monitor and evaluate the quality of provision
- Oversee the records of all students with SEND
- Maintain the SEN Register
- Maintain the Access to Learning Plans and Student Profiles
- Liaise with parents and carers of students with SEND
- Organise and deliver training in order to meet the needs of staff
- Liaise with external partners, e.g. One Education, specialist teacher.
- Liaise with the Designated Safeguarding Lead to inform planning.
- Ensure student records are stored appropriately.

**Teachers will:**

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, students with SEND
- Work with the SENCO to decide the action required to assist the student to make progress
- Work with the SENCO to collect all available information on the student
- Develop and review Access to Learning Plans /Student Profiles.
- Work with students with SEND on a daily basis to deliver the individual programme set out in the Access to Learning Plans
- Develop effective relationships with parents and carers
- Encourage students to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess student progress and identify the next steps to learning
- Keep parents and carers informed of student progress
- Work with the SENCO to identify their own training needs around SEND

**Teaching Assistants will:**

- Provide relevant support to identified students
- Develop positive working relationships with parents, carers and professionals
- Assist with the recording, monitoring and evaluation of students' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate training
- Work alongside the SENCO and teaching staff in the preparation of Access to Learning plans

**Student Participation**

The school actively encourages the involvement of students in their education. With reference to students who are identified as requiring additional SEND support we utilise person centred approaches to:

- Involve the student in decision making regarding the methods by which their individual needs will be met.
- Invite the student to attend all or part of review meetings.
- Discuss the purpose of assessment arrangements and the implications of the Access to Learning Plans.
- Encourage the student to comment on his or her SEND provision.
- Involve the student in the implementation of the Access to Learning Plan.
- Develop the student's self-confidence and self-esteem.

**Parent and Carer Participation**

The school actively encourages and recognises the rights of parents and carers in terms of their involvement in the provision for their child's special educational needs. With reference to students identified as requiring SEND support we:

- Involve the parent and carer in decision making regarding the methods by which their child's individual needs will be met.
- Invite the parents or carers to attend all review meetings.
- Discuss the purpose of assessment arrangements and the implications of the Access to Learning Plans.
- Encourage the parents or carers to be actively involved in working with their child to achieve the targets set in their Access to Learning Plans.
- Encourage the parents or carers to comment in writing on their child's SEND provision.
- Ensure the parents or carers are aware of their rights to appeal regarding aspects of their child's SEND provision.
- Aim to further develop the parent or carers confidence in the provision made for their child's special educational needs.

Manchester Health Academy operates an 'open door' policy which means parents and carers can approach the school and time will be made for them; the school schedules meetings for parents and carers to meet and discuss their child's progress; organises social opportunities such as the parent and carers support group etc. where parents and carers can meet together, discuss their situation and generally gain support from each other. The school also holds details of local and national support groups and can pass these on to parents and carers. Parents and carers' views and contributions are valued and they are listened to. Parents and carers know their child best and have a great deal to contribute.

## 4. Our Approach

### Identification of Need

The SENCO is responsible for establishing systems to identify need. These include:

- Attainment on entry: KS2 results; Education Health and Care Plans; Primary school liaison;
- Monitoring of group and individual progress using Progress Check data
- Monitoring of progress of SEND students working on bespoke programmes of intervention.

Referrals from:

- Parents and carers
- Students: self-referral
- Class Teachers; Subject Leaders; Pastoral Leaders; SLT; Teaching Assistants
- Health Professionals e.g. GP, School Nurse, Sensory Impairment Team

To ensure that all school staff have a clear understanding of the levels of support required by students on the SEND register. The Academy uses three codes; K, E and M as explained below:

### SEND Support

#### K – SEND Support

A student who is on the register due to a specific learning need which teachers must be aware of so that they can adapt the work accordingly to suit the student's needs. These students will have an Access to Learning plan which indicates which extra strategies and interventions will be in place for that child.

These students have needs which require 'additional and different' provision/intervention over a period of time. Funding is from the school delegated budget and it is triggered by:

- Limited progress being made
- Difficulty in one core area, such as literacy which affects other areas of learning.
- Students who may have issues other than learning and records for them may be kept with the pastoral staff and/or with the inclusion staff
- The school seeking advice from relevant external agencies

#### E – Educational, Health and Care Plan

Such an assessment is only appropriate for students with long-term needs arising from a significant impairment in the following:

- Cognition and learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory and/or physical needs

A student whose needs have been identified via the statutory needs assessment and require a level of additional funding will be awarded an EHCP. Students will have an Access to Learning Plan which mirrors the EHCP indicating what extra strategies and interventions will be in place

for that child. Parents and carers or a relevant specialist or the school can initiate an Education Health and Care Plan needs assessment.

### **M – Monitoring**

There are also some students who do not fall into the above categories and may have recently achieved their Access to Learning Plan targets or have a reading age equivalent to more than 9.5 years, but still need to be ‘monitored’ more than others to ensure their progress remains positive. These are students who will not have an Access to Learning plan but will benefit from the Quality First Teaching afforded to all as part of a Whole Class plan.

In addition, students with social, emotional and mental health issues, medical or physical disabilities or sensory impairment who do not require specific teaching and learning strategies will be monitored and will have a Student profile.

### **Procedures**

#### **The Graduated Approach**

The SEND Code of Practice (2015) sets out a graduated response to meeting student’s special educational needs. This involves a cycle of “Assess, Plan, Do and Review.”

#### **Assess, Plan, Do, Review**

The school strives to create a positive learning environment with interactive teaching where all students can participate and achieve. When a student’s progress is first identified as a cause for concern, the SENCO should consider the following: -

#### **Assess:**

- Information and views about the student’s needs from the child’s parent/carer
- Background information from health care professionals
- The student’s views
- Teacher assessment of progress and attainment
- Use of specific information from screening assessments
- Influencing factors such as attendance and the child’s attitude to learning

#### **Plan:**

- Agree with parent/carer via discussion their child’s potential needs and seek their consent to facilitate further investigation including hearing and vision checks (to discount any unidentified problems)
- Liaise with specialist colleagues and professionals outside of the school setting, such as an Educational Psychologist to offer additional assessment and information.
- Coordinate assessments and screening tests
- Coordinate interventions to ensure the student’s entitlement to the curriculum is supported to maximise progress, ensuring there is an evidence base for strategies and interventions with specific review dates

#### **Do:**

- Work with the teacher to monitor delivery of in-class provision or intervention
- Ongoing close collaboration between the classroom teacher, support staff and specialist teaching staff will ensure the consistency of any strategies or interventions

### **Review:**

- Collate feedback regarding progress and engagement with interventions and analyse the impact of provisions
- Report outcomes of assessments to parents and carers and consult with them on progress
- Gather student views.

### **SEND Support**

If progress is still not satisfactory and after discussion with parents, carers and the young person then the student may be formally identified as requiring SEND Support. At this point more detailed assessment of the student's skills is often necessary in order to inform future planning/target setting and targeted interventions. Greater involvement of the SENCO is required to manage the increased level of provision. An Access to Learning Plan with individual targets are set which will then be monitored and reviewed. Parents and carers will be invited to attend review meetings and their views regarding future provision are sought through the use of person centred approaches. The process of Assess, Plan, Do and Review will continue.

If the student is meeting the targets and making good progress, the support may be adjusted, if not, then the school will look at additional forms of provision to support the identified need. When a class teacher or SENCO identifies a student as requiring SEND support, the class teacher will provide interventions that are additional to or different from those provided as part of the settings usual curriculum offer and strategies.

The triggers for additional intervention could be the teacher or others concerned, underpinned by evidence, about a student who despite receiving scaffolded learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent social, emotional and mental health needs which are not improved by personalised approaches and support or by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment, adaptation of environment and ensuring the curriculum is accessible
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a scaffolded curriculum, personalised teaching, adapted resources and an accessible environment.

### **Welfare Coordinators**

Welfare Coordinators provide support for students with SEMH focusing on improving attendance and reducing incidents of exclusion. Again, a primary element of support for SEMH students is the expertise of the support staff in advising/guiding teaching staff across the curriculum in methodology, resources, and teaching approaches. Confidential referrals to the school counselling service will be made if the student wishes.

A range of strategies are used to support individual students working under the SEND team:

- In-class support from the Learning Support Assistant



- Small group work
- Personalised learning programmes including bespoke intervention work
- SEND staff liaison with subject leader / teacher
- SEND staff liaison with the SENCO
- Nurture provision
- Behaviour intervention provided by a member of the SEN team.
- Engagement of external support services as necessary

### **Involvement of External Support Services**

External support services will usually see a student in school if that is appropriate and practicable. They can advise teachers on new Access to Learning Plans with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The external support services used are reported in the SEND Information Report on an annual basis.

### **Writing Access to Learning Plans**

Access to Learning Plans are written and reviewed regularly. These plans give an overview strategy for teaching staff to help them know SEND students better and plan effectively for them in their lessons and activities. All staff have a responsibility to implement the strategies for students into their planning and delivery.

### **Conducting EHCP Annual Review Meetings**

The SENCO is responsible for arranging and conducting the Annual Review process for Students with EHCPs.

At the review meeting the student's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- What are the student's current levels of attainment relating to Access to Learning Plan?
- What progress has the student made towards meeting the overall objectives set out in the Access to Learning Plan?
- What are the parents'/carers' views of the student's progress?
- What are the student's views of their progress?
- Is the current provision appropriate to the student's needs?
- What updated targets should be set?
- Have there been any significant changes to the student's circumstances?
- Have there been any significant changes in the student's special educational needs and therefore do they need to move within the graduated stage?
- How will the student's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- What are the student's current levels of attainment in literacy and numeracy?
- What progress has the student made towards meeting the overall outcomes set out in the Education, Health and Care Plan?
- What progress has the student made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the student's views of the past year's progress?

- Is the current provision appropriate to the student's needs?
- What targets should be set for the coming term/year?
- Have there been any significant changes in the student's SEND?
- Are any amendments to the Education, Health and Care Plan necessary?
- Should the LA recommend ceasing or maintaining the Education, Health and Care Plan?
- If a parent/carer is unable to attend the review, how and when will the outcome of the meeting be conveyed to them?

### **Additional Information**

#### **In Service Training**

The SEND Policy is subject to regular whole school review and evaluation. The SENCO has opportunity to attend relevant courses and ensures all staff are familiar with developments in SEND. The SENCO and Strategic Lead attend termly SENCO Network Meetings.

There is an ongoing CPD programme to enhance the knowledge of leaders, teachers, learning support practitioners and teaching assistants in the area of SEND. This is a changing programme according to need including: internal training from the Strategic Lead for SEND; training from the Autism Education Trust; Whole School SEND; Learning Support Advisory Service and the Educational Psychology Team.

Parent/Carer Workshops are ongoing with delivery from services such as PODS; IASS; Future Focus and Learning Support Advisory Team.

All staff must notify the SENCO if they need further training in school procedures or support for students. Training, for both teaching and non-teaching staff is provided as necessary and the SENCO ensures all staff are aware of the training available.

Priorities for training with regard to SEND will be specified within the School Improvement Plan.

#### **Complaints Procedure**

The school's complaints procedure is outlined in the document 'TPS Complaints Policy'. The SEND Code of Practice 2015 outlines additional measures the LA must set up for preventing and resolving disagreements. Parents and carers will be given the necessary information upon request.

Concerns and complaints about SEND provision should be addressed to the SENCO or the Strategic Lead for SEND who will respond by meeting with parents and carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure.

#### **Monitoring, Evaluation and Review of SEND and Disabilities Policy**

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of this policy including the school's procedures for identifying, assessing and providing for students with SEND.

Along with the Leadership Team, the Strategic Lead for SEND and the SENCO are responsible for efficient deployment of resources and prioritising the needs of students with Education Health and Care Plans and SEND Support.

**Admission of Students with SEND**

The school works in accordance with Manchester City Council admissions procedures. The admission arrangements for SEND students at School but without an EHCP are the same as for all other students. Students who have an Education Health and Care Plan (EHCP) are placed by the Local Education Authority.



## Glossary

EHCP	Education Health and Care Plan
KS2	Key Stage 2
KS3	Key Stage 3
LA	Local Authority
SEMH	Social Emotional Mental Health
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs / Disability
SLT	Senior Leadership Team