

McKee College

Special Educational Needs and Disability (SEND) Policy

March 2019

Rationale and Vision

At The McKee every student is seen as an individual. All of our students have their own story and come to work with us for different reasons. Each student brings to our setting their own needs, difficulties, strengths, situations and aspirations. Given that no two students are the same, our approach is flexible and responsive with the student at the heart of it. We work closely with students, families and carers, wider agencies and mainstream schools to provide the best possible offer to support students in accessing fully education and developing academically, personally and emotionally.

How we encourage good communication between home and school.

At the McKee we believe that the best outcomes for students are achieved by working in close partnership with home. We know that students thrive most when parents and carers are fully on board and engaged with what goes on at school. To achieve this we:

- Give every student a key worker who will liaise closely with home making regular contact. This allows both students and parents and carers to build up a relationship with a key person in school and key workers are usually the first port of call for any queries families might have. Further support with any SEND queries are led by the McKee Special Educational Needs (SEND) Lead, Hayley Middleton who liaises with the Deputy Head Teacher and Special Educational Needs and Disability Coordinator (SENDCO), Sarah Bishop. Parents and carers are always encouraged to contact us as a school early with any updates, information or concerns around their child's needs.
- We have twice yearly evenings where parents and carers are invited in to school to meet with all staff to discuss their child's progress and development. We also provide progress reports for our students.
- Our school SEND offer is on the school website.
- Where needed our SEND lead organises co-production meetings with the local authority SENDO and where appropriate the mainstream school.
- We attend TAF and other multi agency meetings where needed.

Roles and Responsibilities

The Headteacher is responsible for the management of the SEND provision and for keeping the school's Management Committee informed about provision. The Headteacher will work closely with the SENDCO and SEND Lead to ensure effective day to day provision. All staff are responsible for differentiating the curriculum for students with SEND and monitoring their progress.

Admissions

All students will have an induction meeting before beginning their education at the McKee College. Parents will be included in the planning for their child.

On entry students will be monitored on a lesson by lesson basis to ensure they are able to access the Curriculum. Students will also complete baseline assessment tests upon entry.

At the McKee College, the attainment and progress of all students is carefully tracked and monitored throughout the school year. Teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.

Teachers use a range of assessment techniques every lesson to assess a student's understanding. For example, using observations and using key questions. Assessment data is regularly reported to the school management committee and Senior Leadership Team.

The SEND Lead liaises closely with all departments throughout the academic year. Reports are shared with parents at parents' evenings. Any SEND concerns from parents are communicated via the key worker to the SEND Lead and SENDCO. Tracking systems for interventions are in place and these are scrutinised by the SENDCO, SEND Lead and specialist services to evaluate the effectiveness and the impact of them.

Staff and students will review progress on a half termly basis via one to one sessions with their key worker and parents will be made aware of how they can best help facilitate progress.

The SENDCO and SEND Lead will hold regular reviews for students with Educational Health Care Plans considering all aspects of student progress and liaising with involved agencies.

Identifying Special Educational Needs

Definition of SEND as detailed in the SEND code of Practice (2014)

“A person has SEN if they have a difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she i) has a significantly greater difficulty in learning than the majority of others the same age; or ii) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Children must not be regarded as having a learning difficulty solely because their language or form of language in the home is different from the language in which they will be taught. Special educational provision means educational provision, which is additional to, or different from that made generally for children of the same age by mainstream schools.

Identification

- Need may be identified through teachers' observations and more specialised assessment (SATs, CATs, WRATs and WRIT etc.)
- Parents / carers of children with disabilities or additional needs are expected to notify the school of these prior to admission. If these are not known at the time of enrolment or become apparent after admission the school should be notified at the earliest opportunity.
- The previous schools of a student provide information regarding any additional needs through the induction process.
- If needs escalate or complications arise provision will be considered.

Other aspects may impact on progress and attainment for example it is important to note the following:

- Disability – the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools under current disability equality legislation – these alone do not constitute SEND
- Attendance and punctuality – the school attendance officer is aware of students who are underachieving due to this concern.
- Health and Welfare – safeguarding can be contacted at any time to discuss this
- ‘English as an additional language’ – children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman / woman

Rarely needs change so significantly that McKee College may not be able to provide an environment suitable for a student to participate, thrive and make progress. Parents/carers will be consulted and where appropriate, the move of a student to another educational establishment will be requested.

As can be seen from the definitions of SEND, McKee College is an extension of the young person’s mainstream school response to the identification of SEND and, while not strictly defined as a specialist school, staff specialism and experience lies within the area of Social, Emotional and Mental Health (SEMH). Within our work, we continue to support the identification of long term needs and inhibitors to learning, be they of a Social Emotional Mental Health nature or any other kind.

Curriculum

All students at the McKee College will follow, wherever possible, National Curriculum guidelines in core subjects. Staff will take account of SEND and this will be reflected in their planning which will also highlight differentiated tasks. Students will work with staff to facilitate access to the Curriculum and measure individual progress. All students will be involved in sporting and leisure activities whether school based informal ones or more structured learning opportunities. Students will also have access to educational visits to supplement the Curriculum.

Agencies

At the McKee College, we work with many professionals and organisations to support children with identified SEND needs. These include:

- Health – school nurse service available for health checks, immunisation, input to Curriculum.
- Children and Family Wellbeing Service
- CAMHS
- Educational Psychologists
- Speech and Language Therapists
- Sexual Exploitation Team
- Social Services
- New Start
- Youth Offending Team
- Special Educational Needs and Disability Officer (SENDO)

Training

The Headteacher, SENDCO and SEND Lead will keep up to date with Statutory Requirements. The Deputy Head Teacher holds the NASENCO award. Staff will be kept informed both formally and informally at staff meetings and during staff discussions. CPD is provided for staff from the Deputy Head, the SEND lead and also the Educational Psychologist provides CPD training for all staff to ensure best practice and approaches to a range of SEND.

Formal Assessment

Where a student's needs cannot be met solely by the arrangements made at the McKee College, the SENDCO and SEND Lead will request a formal statutory assessment by the Local Authority. If the student's needs are such that the Local Authority believes that additional resourcing is required to fully support their needs, then the Educational Health and Care Plan process will be started.

Educational Health and Care Plan (EHCP)

Previously known as a "Statement of Educational Need".

The EHC plan is designed to look at all the additional needs of a child and develop a collaborative approach between Education, Health and Care services in the creation of an EHC plan which will meet the needs of the child.

The first stage is the "One Page Profile". This is a how we document what we all think are the issues in a process which involves the child and parents and the agency with the concern e.g. the school.

It may be that at this stage the concern can be met by the agency without the need for additional input from other agencies. If other agencies are required, then the process moves on to the CAF (Common Assessment Framework) process with the referring agency becoming the Lead Professional in the first instance. A meeting is called for all the agencies who we consider to have a relevant input and a plan of action is drawn up. This plan is reviewed every 6 weeks in the TAF (Team around the Family).

A recommendation from the TAF may be that the evaluation of an Educational Psychologist is needed.

The Educational Psychologist assessment will provide a report on what strategies should be used to support the child as well as accurate information on the abilities of the student.

If the strategies provided by the Educational Psychologist are not sustainable in a mainstream environment or are required on a permanent basis eg small group size, then the case would be made for consideration for a placement in a specialist school provision via an Educational Health and Care plan.

This pathway works within specific timeframes – see pathway below.

Process

An Education Health and Care plan pathway sets out the steps to getting an EHC plan. This is a detailed guide to Special Educational Needs (SEN) support and Educational Health and Care plans. If you think your child needs extra help you should first talk to the SENDCO or SEND Lead at the McKee College, who can help.

The pathway has been developed with families and a range of people from across education, health and care services and the voluntary and community sector. The pathway has seven steps for a child or young person and their family. Whichever step you are at, there is support available

1 Local Offer

- Common Assessment Framework (CAF) completed
- Nominated person / lead professional identified
- Team around the family (TAF) meetings as appropriate
- One Page Profile completed as part of this process

2 Team around the family

- Identify unmet need
- Consideration for a statutory integrated assessment
- One page profile updated
- Plan facilitator identified

3 Referral

- Request for consideration of Statutory Integrated Assessment (SIA) made and Educational Psychologist view / assessment sought
- All documentation collated; Interventions demonstrated; graduated response evidenced and still unmet need clarified
- Request for Integrated Assessment received (by Plan Coordinator)

4 Integrated Assessment

- Plan Coordinator compiles the EHC Information and an overview for Integrated Assessment
- Multi agency meeting
- Decision made including agreement plan needed and outcomes identified for EHC plan
- Indicative budget agreed at the multiagency meeting

5 My plan

- Budget for my EHC plan

Co-production meeting with key professionals, child/ young person and family convened to discuss draft EHC Plan Agreed

6 My life

Plan implemented

Working towards / achieving my agreed outcomes

7 My review

Reviewing my plan

Criteria for evaluating success of SEND Policy

Our intended outcomes are that students develop fully academically, personally and emotionally. We appreciate that progress is not always linear and that some aspects of development are small steps or harder to define quantitatively.

We will use

- Regular and appropriate assessment.
- External examination results – CATs, Functional Skills, GCSEs
- IEP targets met or good progress made towards them
- Evidence including observations, key working sessions and updates from Behaviour Watch
- Attendance and engagement
- Parental and student feedback

Annex A – Provision Map



McKee College Provision Map

Student Name		Date of Birth	
Previous School		Date On Roll	

Student Attainment					
KS2 SATS	English		Maths		Science
CAT Scores	Verbal		Non Verbal		Quantitative

Category of Need	Wave One Universal Offer Inclusive Quality First Teaching	Wave Two Additional In House Support Small Group Alternate Provision and Interventions	Wave Three High Quality Specialist Provision
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<p>Cognition and Learning</p>	<ul style="list-style-type: none"> □ National Curriculum □ Differentiated curriculum planning, activities, delivery and outcome □ Use of key words/access to ICT(laptops and iPads) to support students with literacy difficulties. □ Concessions for testing (KS4) □ Access to IT facilities (Laptops and iPads) □ Functional Skills (KS4) □ Entry Level (KS4) □ GCSE (KS4) □ Small class size □ Subject specific Teaching Assistant support □ 2 to 8 staff ratio □ Class reward systems □ Enrichment activities (Friday afternoon) □ Behaviour watch green slips □ Personalised lesson plans □ My Maths □ Keyworker sessions □ WRAT 4 testing on admission □ BG Steem and Locus of Control Testing □ Behaviour watch points 	<ul style="list-style-type: none"> □ Teaching and Learning supported through a Nurture Group setting □ College Links programme (KS4) □ T2K military prep programme (KS4) □ 4Tech programme (KS4) □ Work related learning (KS4) □ After school support (KS4) □ IEP (Passport) produced through advice and support from Educational Psychologist □ Careers advice event (KS4) □ WRIT testing □ Lucid LASS 11- 15
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Social, Emotional, Behavioural and Mental Health Difficulties	<ul style="list-style-type: none"> □ Whole school behaviour policy supported by the Behaviour Watch system. □ Access to Behaviour Support Manager and BASE (Behaviour and Supportive Environment) □ Behaviour Management Plan □ Class reward systems □ Behaviour watch green slips □ SEAL curriculum activities and resources □ SMSC (Identified spiritual, moral, social and cultural development sessions) □ Enrichment activities (Friday afternoon) □ Reward attendance trip □ Keyworker sessions □ Regular home communication □ Behaviour watch points to support engagement at school tuck shop □ In class support for supporting behaviour targets □ Support for unstructured activities (break time supported by all staff) 	<ul style="list-style-type: none"> □ Support from Fylde & Wyre Wellbeing, Prevention & Early Help Service □ Group counselling (Young Addaction, New Start) □ Designated Youth Worker Children and Family Wellbeing Service □ School Nurse □ Identified Wellbeing sessions □ Family involvement with on-site Pupil and Family Support Manager for family (as appropriate) □ Common Assessment Framework completion (CAF) □ Team Around the Family Meetings (TAF) □ KS4 - Work-related learning
Sensory/Physical	<ul style="list-style-type: none"> □ Flexible teaching arrangements □ Staff aware of implications of mental/physical impairment □ Alternative writing implements □ Access to suitable resources that will remove barriers to learning □ Access to IT to support alternative learning 	<ul style="list-style-type: none"> □ Family involvement with Pupil and Family Support Manager for family (as appropriate) □ Physical Aids (hearing aids etc.) closely monitored to ensure effective utilisation

Speech, Language, Communication & Interaction	<ul style="list-style-type: none"> ❑ Differentiated curriculum planning, activities, delivery and outcome ❑ Structured school and class routines ❑ Regular home communication ❑ Parent forum ❑ Parent open afternoon or evening ❑ Whole school/class rules ❑ Class reward systems 	<ul style="list-style-type: none"> ❑ Increased visual aids/modelling etc. ❑ Visual timetables ❑ Access to specific equipment to support learning (overlays, enlarged texts)
Independence and Self Help	<ul style="list-style-type: none"> ❑ Taxi to school to support engagement and attendance ❑ School council representatives from each form group ❑ Keyworker sessions to support independence fortnightly 	<ul style="list-style-type: none"> ❑ Bus pass to support independence, engagement and attendance ❑ Cooking lessons ❑ Taylor made careers advice ❑ Designated Youth Worker from Children and Family Wellbeing Service

Last Reviewed

Transition Arrangements

All KS4 students are supported in planning their transition to college or training through the school's CIAG worker. For students who are supported to reintegrate into mainstream school or specialist setting after spending time at the McKee College, planning meetings take place involving the student, parent/carer and staff from the McKee College and the receiving school. In each case, any additional information, including SEN information, is shared to ensure a well-planned and successful transition. McKee College staff are available following transition to give advice where issues arise.

Complaints

The school hopes that concerns and complaints can be resolved informally with the member of staff or member concerned and encourages the complainant to discuss the matters causing them concern. However, if that does not resolve the problem then the matter should be brought to the attention of the Headteacher (Complaints and concerns about Members should be made to the Chair of Management Committee). The Headteacher (or Chair of Management Committee) will then seek to resolve the matter informally and will:

- acknowledge the complaint;
- make enquiries to establish the facts;
- seek advice as appropriate;
- attempt to resolve the matter informally
- establish whether or not the complainant is satisfied
- advise complainants of the next stages if they wish to proceed to a formal consideration of the complaint
- make a brief note of the complaint

This stage would normally be expected to be completed in 20 school days. Where the complaint has not been resolved to the satisfaction of the complainant, the Headteacher (or Chair of Management Committee as appropriate) should be informed within 20 school days that the complainant wishes to proceed to the formal stage. The informal stage will not be used if the allegations made refer to:

- criminal activity which may require the involvement of the police;
- financial or accounting irregularities; or
- abuse of children.

For further details please see the school's 'Complaints Procedure.' Copies can be obtained from the school office or it can be found on our school website.

