



# Special Educational Needs



October 2024

**SENDCO:** Ms Emma Boustead. Ms Boustead is the Assistant Principal for Inclusion and Pupil Engagement.

**Assistant SENDCO:** Mrs Mandy Mander. Mrs Mander is an alternative curriculum teacher and Inclusion Manager.

## Background

This policy has been informed by the statutory framework set out in:

- SEND Code of Practice: 0 -25 years 2014
- The Children and Families Act 2014

## Definition of SEND

The Children and families Act 2014 defines when a child or young person has special educational needs (SEND). This is when they have a learning difficulty or a disability and they need special educational provision (SEP). SEP is defined as any education or training provision which is additional to, or different from, that made for others at the same age in mainstream schools or post-16 institutions in England.

Madeley School regards students as having SEND if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability which prevents and/or hinders them from making use of educational facilities of a kind that are generally provided for students of the same age.

## Arrangements for the admission of pupils with a disability

The admission of pupils with disabilities is considered, in the first instance, in the same way as non-disabled pupils. Further considerations are made in light of the individual needs of the pupil and accessibility of the site. Adaptations required to meet the needs of disabled pupils are identified and undertaken following consultation with all relevant professionals and stakeholders. We are committed to meeting the needs of pupils with disabilities, should parents wish their child to attend and where it is agreed that Madeley School provides the most appropriate setting for the child's academic and wider needs.

## How we ensure that disabled pupils are treated equally

All pupils who attend Madeley School, with or without a disability, are valued members of our school community. Information about a pupil's disability is shared with all adults working with the child, so their pastoral and learning needs are understood and planned for. We offer enhanced transition visits and support post-16 transition visits for pupils with a disability to aid their move to and from our school. We work collaboratively with outside agencies that support the pupil in relation to their disability and use their advice to help us to identify and remove barriers to participation and call on their specialist knowledge for help with Health and Safety. Awareness days support pupils to understand the needs of their peers. Bullying of pupils with a disability, in any form, although very rare, is robustly challenged.

## How we ensure that disabled pupils can access the curriculum and site

Adjustments to ensure that disabled pupils are not treated less favourably can include one or more of the following, but are not limited to:

- Site adaptations e.g. wheelchair access at all entrances and sections of the school, disabled toilets, lift access to first floor classrooms, use of high-visibility paint to highlight dangers for visually impaired (VI) pupils.
- Classroom adaptations e.g. carpeted classrooms to aid hearing impaired pupils (HI), easy-grip door handles, change in seating arrangements to allow wheelchair access.

- Resources e.g. live speech in languages lessons for HI pupils, use of ICT and adaptive technology, adaptation of learning resources by specialist staff, adult support.
- Participation e.g. adult support to attend extra-curricular activities, access to after-school homework clubs, support during educational visits to widen participation

### **Mission Statement**

Teaching and supporting SEND students is a whole school responsibility and all teachers are teachers of SEND students. This policy aims to support all members of staff in providing whole school approaches towards the learning, progress and achievement of SEND students.

This SEND policy details how Madeley will do its best to ensure that any student with SEND has the necessary provision put in place and that their needs are communicated to all staff that teach and/or come into contact with them.

All staff and Academy Councillors of Madeley will endeavour to ensure that all SEND students reach their full potential, are fully included within the school community and that transitions to further educational establishments are smooth ones.

Effective working partnerships are essential in meeting the needs of SEND students. Parents/carers, students, children's services and other external agencies are all involved in this partnership. Madeley is committed to welcoming all students. Adjustments will be made, where necessary and where possible, to enable all students for whom Madeley is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

### **Core principles**

Madeley aims to ensure that:

- SEND students will have their needs met.
- All staff are fully aware of the importance of early identification and providing for SEND students who they teach.
- The views of students are taken into account.
- Partnerships with partners/carers will support their children's education and help them to achieve their potential.
- We will work in partnership with external agencies to meet the needs of students.
- SEND students are offered broad and balanced education that relates to the students' needs.
- Adhere to the graduated response and monitor and track student progress.

### **Working with parents/carers**

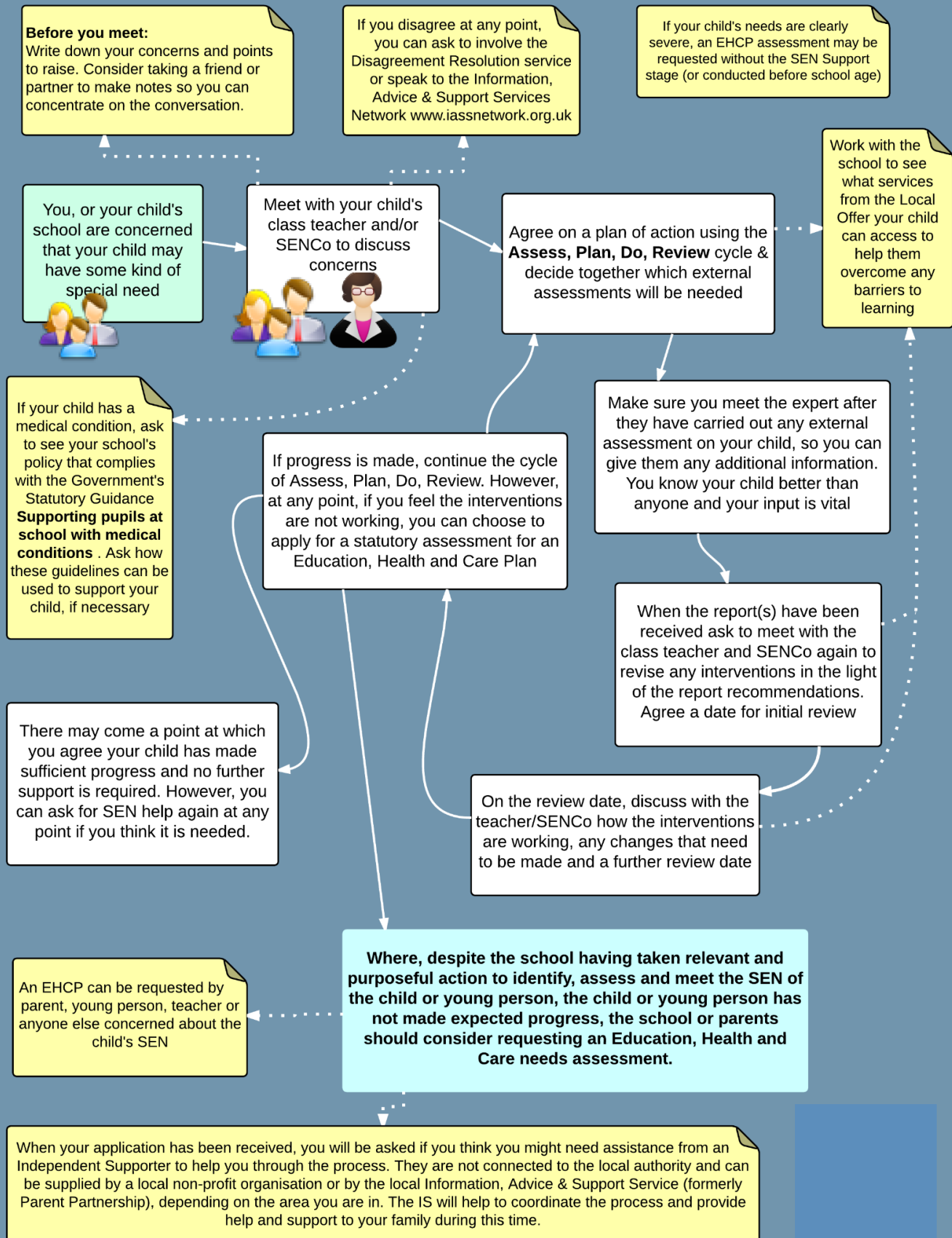
We welcome the input of parents/carers in helping us to meet the needs of our pupils. We seek the views of parents when a child transfers or transitions to our school. We work collaboratively with parents and listen to their concerns to help us to meet the needs of their child to share what has worked and what has not in previous schools/settings. We recognise that we achieve the best possible outcomes when parents have an active role in monitoring progress and informing provision. Parents and carers will be informed by the school if SEND provision is being made for their child and will be invited to meet termly with the SENDCo or Assistant SENDCo.

### **Graduated response**

The graduated approach is at the heart of whole school practice as we are continually, assessing, planning, implementing and reviewing our approach to teaching children with SEND. This graduated response requires the initial use of classroom and school resources before bringing in specialist expertise. A link to the graduated response can be found by following the link below.



## SEN Support in Schools



## **The Assess- Plan-Do-Review Cycle**

Madeley School will follow the cycle of action outlined in the Code of Practice.

Assess – the child or young person’s needs

Plan – what you need to do, what provision is needed and what outcomes should be achieved

Do – put the provision in place

Review – what difference is it making towards outcomes?

If this cycle is not effective in improving a child or young person’s outcomes then professionals will consider requesting that the Local Authority (LA) carries out a statutory assessment of their needs.

## **Staff Training**

All teachers are teachers of SEND and are provided with regular updates of changes to policy and continuing professional development (CPD) opportunities that enables them to meet the needs of children of all abilities. The SEND link Academy Councillor is actively involved in reviewing provision and reporting back to the Academy Council.

## **Quality First Teaching**

Once it has been identified that a child experiences difficulties in one or more subject area, the first step in responding to this is to ensure that the child experiences high quality teaching, which is adaptive, and considers their prior attainment and difficulties. Additional support or intervention cannot compensate for a lack of good quality teaching. Teaching staff are supported to ensure that they can meet the needs of every child in their class.

## **Monitoring**

If a student is identified as not making expected progress from their starting point, the SEND team will monitor this for 1 term, to determine if there is a need for further interventions or support. At this stage the concern will be backed up by evidence that shows that despite classroom differentiation, they are not making the necessary progress. The evidence may also show the following:

- Difficulty in developing literacy and numeracy skills
- Emotional and behavioural difficulties
- Communication issues

The SENDCo will be in contact with parents/carers and support will be put in place if deemed appropriate and the pupil may be ‘stepped up’ to SEND Support, if there is a pattern of underachievement.

## **SEND support**

Following a review meeting, the decision may be taken by the SEND team, in consultation with parents/carers and the pupil, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice for setting appropriate ‘Learning plan’ targets and the use of new or specialist strategies or material.

The triggers for SEND support could be that despite receiving support, the young person is continuing to access the curriculum, but is not making expected progress.

When using the 3 waves it is important to note that ‘reasonable adjustment’ is being made to accommodate the student to access the curriculum as outlined in the code of practice.

## Education and Health Care Plans

If a young person continues to demonstrate significant cause for concern, despite interventions at SEND Support, a request may be made to the LA for an EHCP.

This will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by Madeley School, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to an EHCP. Where a request for an EHCP is made, the student will have demonstrated significant cause for concern and the academy will provide written evidence to the LA detailing:

- The academy's action through SEND Support,
- The outcomes of monitoring and assessment,
- Records of regular reviews and their outcomes,
- The student's health including the student's medical history where relevant,
- National Curriculum level attainments in literacy and mathematics,
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist

## The deployment of Teaching Assistants at Madeley

Our Teaching Assistants are skilful practitioners and support our pupils in a variety of ways, including:

- 1:1 or small group in-class support,
- Delivering specialist interventions,
- Supporting in the identification of SEND,
- Assessment of pupil progress,
- Supporting class teachers and departments in planning to meet the needs of SEND learners,
- Working with local primary schools and colleges on effective transition arrangements.

## The 'ACE' Room

The Alternative Curriculum Excellence Room (ACE room) is a bespoke approach designed to meet the needs of SEND pupils at Madeley School. The ACE room is staffed full-time and delivers a wide-range of interventions and alternative curriculum options, including ASDAN Cope and certificates in ICT, Functional Skills and SEAL for lower KS3 pupils. At KS4, pupils can access over 10 qualifications through the ACE room.

## Monitoring SEND learners' progress

It is the SENDCO's responsibility to monitor the progress of all students who have been identified as having SEND. Students with an EHCP have set short-term targets which have been established after consultation with the parents / carers and the individual student. These targets will be set out in provision and monitoring documentation and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the tutor and subject teachers. All EHCPs will be reviewed annually at Madeley School, unless requested otherwise. The parents / carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement.

Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets

- Discussing their achievements / concerns / issues in advance of the review meeting with parents/carers or others as appropriate.

The SENDCO will then discuss the outcome of the in-academy review and inform the LA of any recommendations. At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

**Student Voice**

All students are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own targets and strategies and the creation of their learning plans.

**Support for Students with Medical Conditions**

Madeley School recognises that students with medical conditions should be supported to enable them to have full access to education, including trips and physical activity. The academy will fully comply with its duties under the Equality Act 2010.

**Links with other schools, including special schools**

As part of the Shaw Education Trust, Madeley has links to all schools, both primary and secondary and both mainstream and special. There are regular meetings of SENDCOs from across the trust to share ideas and good practice and to seek advice about the needs of specific pupils where colleagues may have expertise. Where children transition to or from Madeley School, we work collaboratively to ensure that the needs of children with SEND are communicated and supported.

Policy Review:

Signed by: ..... (Principal)

Signed by: ..... (Chair of  
Academy Council)

Date: .....

Next Review Date: October 2025