



# **Special Educational Needs & Disabilities Policy**

**Date approved by the Governing Body: 18 July 2018**

**To be reviewed: July 2019**

Moor Park High School and Sixth Form seeks to develop a passion for learning and an enterprising spirit amongst its students and staff, and amongst members of the local community. In addition, it seeks to create, develop and maintain an education that focuses emphatically on providing opportunities for success for all, recognising and celebrating the achievements of everyone in all aspects of life at Moor Park.

Moor Park is a Centre of Excellence for entrepreneurial education. It is an inclusive school that provides for the students and citizens of Preston continuous opportunities, and a world-class, high quality environment for lifelong learning. Moor Park's students are committed, successful learners, who are proud, creative and self-confident, showing respect for themselves, the community and for others.

**At Moor Park every teacher is a teacher of every child or young person including those with Special Educational Needs.**

### **Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice 0-25 (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

### **Contact Details**

Ms U Ishtiaq –Deputy Headteacher

Email: admin@moorpark.mp

Telephone: 01772 795428

Ms J Mitton – Special Educational Needs Coordinator (SENCO)

Email: admin@moorpark.mp

Telephone: 01772 795428

Mr I Dalal – Designated Safeguarding Lead

Email: admin@moorpark.mp

Telephone: 01772 795428

Mrs C Tolson – Attendance Lead

Email: admin@moorpark.mp

Telephone: 01772 795428

Mr L Gray – Year 6/7 Transition Lead

Email: admin@moorpark.mp

Telephone: 01772 795428

## Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will be responsible for the following:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

## Aim

- Moor Park aims to raise the aspirations of and expectations for all pupils with SEN.
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's needs. This ensures that all children have a full access to the school curriculum.
- We aim to close and remove the gap in attainment between students with special educational needs and other groups of learners to ensure that all students realise their full potential.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are EAL as part of our provision for vulnerable learners.
- We strive to make a clear distinction between "underachievement" and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will have special educational needs, and this **may** lead to lower attainment.
  - It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential for the success of these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## Objectives

The objectives of our SEN policy and practice in Moor Park are:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENCO who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

## Identifying Special Educational Needs

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are: -

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

Whilst these four categories of need broadly identify aspects of primary areas of need for children and young people, at Moor Park we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. Moor Park places a high importance on early identification, assessment and provision for any child who may have special educational needs. The earlier action is taken, the more responsive the child is likely to be to ensure that they can fulfil their potential. Any of the following may trigger a concern:

- Parents/carers
- Child
- Class teachers
- Learning Support Assistants
- Records transferred from other schools.
- Support services

In identifying children who may have special educational needs Moor Park draws upon a range of assessment tools including:

- Baseline assessments on entry to Moor Park
- Their performance monitored by the teacher as part of ongoing observation and assessment
- Standardised screening or assessment tools
- Assessment from outside agencies.

This is not an exhaustive list as identification and assessments are linked to the needs and requirements of the individual pupil. Both the child and their parents are fully involved in the identification and assessment process.

Moor Park also carefully considers areas of need which are not categorised as SEN but may impact on progress and attainment including disability, attendance and punctuality, health and welfare, English as an additional language, being in receipt of pupil premium or being a looked after child.

Moor Park strives to ensure that the first teaching of the highest quality is applied in all these circumstances where all pupils have access to an outstanding, personalised education which is differentiated to their needs and requirements in order that there is no gap between these students and their peers. Moor Park also adopts the 'reasonable adjustment' duty under current disability and equality legislation as outlined in the Code of Practice 2014.

In accordance with the Code of Practice 2014 Moor Park will not identify behaviour as a Special Educational Need. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly, for instance a social or emotional difficulty.

### **A graduated approach to SEN**

Moor Park adopts a graduated approach to SEN where several steps are taken before students are added to the SEN register. As previously stated Moor Park ensures that the highest quality-first teaching is a key element to all lessons. We recognise that it is the role of the subject specialist teacher to provide for every pupil's individual needs and steps to ensure that pupils have appropriate adjustments and good quality personalised teaching should always be undertaken before pupils are considering as having SEN.

We comply with the Code of Practice 2014 and students are only identified as having SEN if they do not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching put into place. Moor Park has a student referral process for all staff to use, which outlines the steps that should be taken before students are considered as having SEN, which ensures consistency in the pupil's experiences.

If students do not make adequate progress despite quality-first teaching, then students are assessed to identify their individual needs as the first stage in the Assess-Plan-Do-Review cycle.

Assessments which can be carried out were mentioned in the previous section and are linked to the pupils presenting difficulties to ensure a complete picture is achieved. Parents/carers and the child are fully informed and communicated with through this assessment process.

Once an accurate assessment is completed, a decision is made whether to add the pupil to the SEN register at School Support level. Where the decision is made not to add the pupil, the SENCO will send suggested strategies and adjustments to all staff and provide support for the parent/carer and child. Where the decision is made to add the pupil to the SEN register, parents/carers and the child are invited in to meet with the SENCO and create a plan for support based on the child's individual needs.

Moor Park adopts a pupil centred planning approach and the child is fully involved in the decision making regarding their support. As a result of this meeting the pupil will have a Pupil Passport (written by themselves with the help of a learning support assistant) and a Support Plan which identify long and short-term outcomes for the pupil as well as the support in place to ensure they

meet them. This is then communicated to all staff working with the pupil to ensure consistency of approach. Support is then put in place and a review date set.

Parents/carers and the child are invited to the review process and pupils are re-assessed to see if they have made progress towards their outcomes. The support plan will then be reviewed, and new outcomes identified if students have been successful. Where students have not made progress then an increased level of support will be put in place as part of the graduated approach. This process then continues throughout the year.

The levels of support a student receives as part of the graduated approach are as follows:

- High quality-first teaching.
- Students added at School Support, issued with a Pupil Passport and Support Plan. Support could include: LSA in-class support; withdrawal sessions or specific interventions. This is not an exhaustive list as support is decided on an individual basis.
- Students receive support from outside agencies and their suggestions are adopted and communicated to all staff and the parents/carers.
- A request could be made for an Education, Health and Care Plan (EHC Plan) and support is received through high needs funding.

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

If a child has lifelong or significant complex difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the family. These assessments take place where the complexity of need or the lack of clarity around the needs of the child are such that a multi-agency approach is needed.

Information from a variety of sources, including parents/carers, teachers, SENCOs, social care and health care professionals is combined to form an Education, Health and Care (EHC) Plan assessment. If it is decided that the child's needs are not being met by the support that is ordinarily available, an EHC plan is provided. Parents have the right to appeal against the content of an EHC plan. Once the plan has been agreed it will be reviewed annually.

Parents/carers and the child are fully involved in every step of this graduated approach and Moor Park meets with parents/carers to discuss progress in addition to the annual review where a child has an EHC plan. Parents/carers are also encouraged to contact the SENCO at any time during the year where they have questions or concerns.

### **Managing pupils' needs on the SEN register**

Where students are added to the SEN register they will be added at SEN Support level. Moor Park provides two levels of intervention within this single category – Level 1 and Level 2. In the majority of circumstances, the pupil will join the SEN register at Level 1 unless the assessment concludes that more specialist provision from outside agencies is required. If a pupil's need requires more support than is available at these two levels then a request for an Education, Health and Care Plan can be made. The support pupils can access at each level is personalised to the individual needs of the child and could include but is not limited to:

#### **Level 1:**

- Pupil added to the SEN register.
- Pupil Passport and Support Plan written.

- Equipment related to need provided – e.g. coloured overlays, laptops, handwriting pens etc.
- Intervention sessions – e.g. literacy catch up, numeracy catch up, subject specific catch up etc.
- Termly review meetings with parents/carers and pupil.

#### **Level 2:**

- Access to all support at Level 1.
- Access to an alternative curriculum.
- Referrals to and support from outside agencies.
- More regular meetings with parents/carers and pupil on a needs basis.

Where both these levels do not provide appropriate support then pupils may be referred and if accepted for assessment, be allocated with an Education, Health and Care Plan as outlined in the previous section.

To manage the graduated approach of support, the system Moor Park uses for assessing, planning, delivering and reviewing provision is Pupil Passports and Support Plans. Each student on the SEN register (regardless of the stage) has a plan written which is a living record setting out exactly what needs have been identified from assessments, how to remove key barriers to learning and clear outcomes to be achieved within an agreed timeframe. The plan is pupil centred and is written in collaboration with the parent/carer. In addition, each pupil is assigned an LSA who is responsible for maintaining and updating the plan as well as leading review meetings with the parent/carer and pupil. There is a core expectation that the LSA in partnership with the SENCo has responsibility for evidencing progress according to the outcomes described in the plan. LSAs are accountable to the SENCO and all plans should also be agreed by the SENCO before they are put into practice.

Moor Park also adopts the use of provision mapping as an overview of the support pupils are accessing, how funding has been allocated and how successful the support has been. Again, this is a living record and is maintained and updated on a regular basis.

This plan is reviewed termly where parents/carers are invited in to Moor Park to discuss progress made. This provides the basis for the meeting and allows both the pupil and the parents/carers to air concerns and provide suggestions for future outcomes and support. Where it is highlighted that the pupil is underachieving or needs to access a higher level of support before the review date, additional meetings can be arranged to adapt the plan and do not have to wait until the review date set.

The level of provision outlined in the plan is decided after assessments have taken place. Provision is linked to areas of need and outcomes we aim to achieve. Parents/carers and the pupil are fully involved in these discussions. Moor Park contributes to the local offer which outlines all available provision and the requirements for this provision to be allocated. A link to this can be found on the Moor Park website <http://www.moorpark.lancs.sch.uk/>.

Where Moor Park cannot meet the needs of the pupil through its own provision arrangements (level 1) we will engage additional support and specialist services. This is identified through Moor Park provision mapping which shows the levels of support pupils are accessing and the progress pupils have made. Further assessments may be necessary to identify which specialist service is required and then the local authority referral paperwork is completed where pupils have not made progress at level 1. This continues to be monitored and costed through the provision map and is overseen by

the finance manager. It is Moor Park's aim that parents/carers and pupils are fully involved in all stages of this referral process.

Where Moor Park identifies that additional funding and support is needed from the local authority high needs block due to insufficient progress at Level 2, a review meeting will be arranged with parents/carers, the pupil and all relevant outside agencies to inform and advise on initiating statutory assessment. Moor Park, in consultation with all relevant parties will then request and Education, Health and Care Plan assessment to be undertaken.

Moor Park will then follow the Lancashire County Council guidance for this process of assessment including the referral documentation required (single agency referral, common assessment framework.) This information can be found via:

[http://panlancshirescb.proceduresonline.com/pdfs/bwd\\_assess\\_protocol.pdf](http://panlancshirescb.proceduresonline.com/pdfs/bwd_assess_protocol.pdf)

Where pupils are identified as no longer needing to be on the SEN register, a meeting is initially called with parents/carers and the pupil where concerns can be aired, and solutions provided. It is Moor Park's aim that the SENCO will then provide strategies to all staff regarding differentiation for them in lesson to ease this transition. The LSA who was responsible for the pupil should arrange a review date to monitor the pupil's progress in the initial stages.

### Provision

Moor Park follows the National Curriculum however there are several specialist provisions available for students who need additional support to access mainstream education. Moor Park uses information from Primary Schools alongside our own baseline assessments carried out on entry to identify students with additional needs. Students may access support from several internal and external services. These include:

- **The Base.** This is provision for all students offered for a variety of reasons, including personal or relationship issues. It may be offered to students who have had difficulties in relation to behaviour, social and emotional skills. The curriculum is personalised to meet the learning needs of each individual student through specialist teaching and support. This is a provision which provides targeted intervention for vulnerable students who may require support for a range of personal issues including anger management, healthy eating/living or social skills development.
- **Counsellors.** Moor Park has one full time counsellor who offers support for students and their families.
- **Pastoral Managers.** This includes an attendance lead who provides general support for students and their families daily.
- **Learning Support Faculty.** This includes a specialist teacher and learning support assistants who work across the school ensuring that identified students achieve appropriate outcomes in Key Stage 3, 4 and 5.
- **Literacy Intervention.** The Learning Support Faculty works closely with the English Faculty to provide a number of interventions to ensure high levels of progress including Toe by Toe, Catch Up reading and Docksides reading programme.
- **Numeracy Intervention.** The Learning Support Faculty works closely with the Maths Faculty to provide several interventions to ensure high levels of progress including Catch Up numeracy, Power of 2 and functional numeracy by specialist teachers.

- **Speech and Language Intervention.** Moor Park works closely with the local authority to provide bespoke training and packages for individuals and small groups.
- **Hearing Impaired Support.** Moor Park employs a qualified Teacher of the Deaf who is responsible for the day to day care and maintenance of audiological equipment.
- **Autistic Spectrum Disorder Support.** Moor Park has several teaching and support staff specially trained to work with students on the autistic spectrum. Provision includes small group work to develop social language, work on the acquisition of life skills and delivery of training for mainstream staff.
- **Behaviour Support.** Moor Park has a Seclusion Room provision which is an alternative to fixed term exclusion. There are several specialist staff who provide support and training, including students mentoring, anger management and mediation.

As well as a wide range of internal provision, Moor Park has links with several outside agencies including:

- Advisory Teachers for Hearing Impairment, Visual Impairment, Behavioural, Social and Emotional Needs, Autistic Spectrum Disorder and Speech and Language.
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Service
- Specialist Providers such as: Larches House and Larches Medical
- Engage for students at risk of sexual exploitation
- Youth Offending Team
- Lifeline which is a free and confidential advice service for young people relating to alcohol and drug abuse.
- The Domestic Violence Team which provides support and advice for people experiencing or witnessing domestic abuse.
- Health Care Professionals
- Social Care Professionals

**This is not an exhaustive list as students will be referred as a need arises.**

### Accessibility

Moor Park is committed to providing accessibility for all stakeholders which evolves with the communities changing needs.

There is lift access to all areas and ramps are available to aid movement around the School. In the event of an evacuation staff are trained to support the buildings users to leave safely. To ensure Moor Park users have full access, we have used translators for meetings to meet the needs of the community.

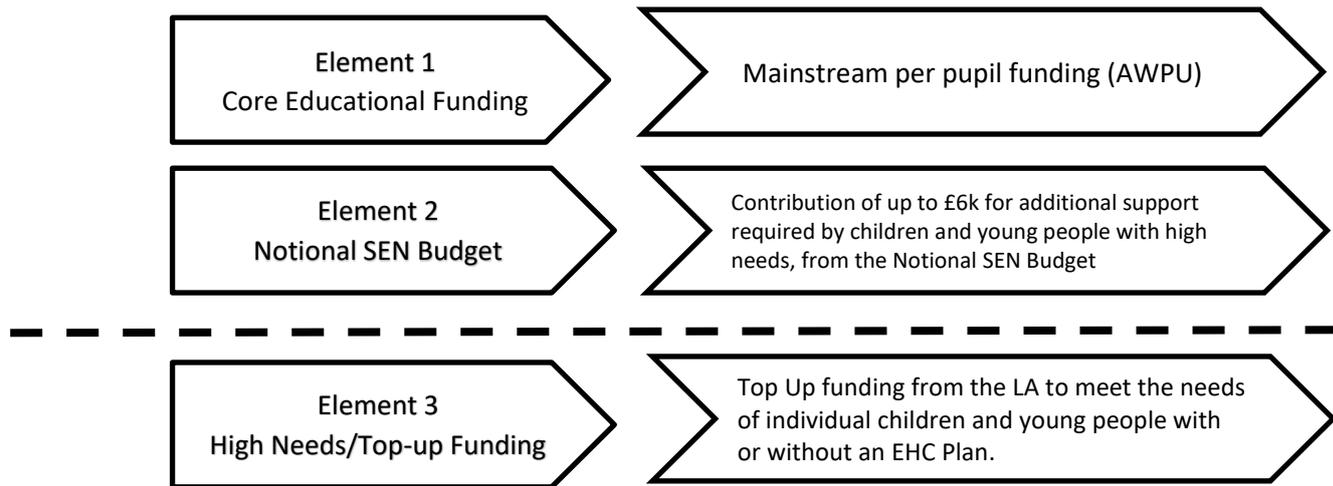
### Training and Resources

- SEND provisions are funded through Block Funding, Pupil Premium and High Needs Funding.
- Training needs of staff and the school are identified through the School Development Plan and Performance Management Reviews.
- All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school.
- The SENCO will access CPD as necessary and attend Network Meetings.
- The school has links with many agencies as highlighted in the previous section.

## Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment coming from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

## Roles and responsibilities

### Governors

The governing body:

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs in accordance with the Code of Practice 2014.
- Ensures that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEN policy, information report and contribution to the local offer.

### Learning Support Assistants

- Some LSAs are trained to deliver specific interventions and are monitored by the SENCO.
- All LSAs are expected to deliver quality provision, under the guidance of the SENCO
- Training to meet the needs of LSAs is arranged according to whole school and individual pupil needs.
- LSAs are encouraged to discuss issues relating to SEN with the SENCO. Where individual and group training needs are identified of support staff the SENCO or Headteacher will facilitate training. LSAs are fully included in whole school training sessions.
- The contribution by support staff in the day-to-day implementation of the SEN Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEN Code of Practice, the class teacher is the first port of call for the LSAs to discuss issues relating to pupils with SEN. The SENCO may be involved where further advice or discussion is needed.
- Monitoring suggests that where strong liaison between class teacher, LSA and the SENCO exists, the needs of the pupil are met more effectively.
- All LSAs are line managed by the SENCO.

The members of staff responsible for child protection and looked after children are **Mr Imtiaz Dalal** (Designated Safeguarding Lead), **Ms Uzma Ishtiaq**, **Mrs Cara Tolson** and **Mr Lee Gray**.

### Storing and Managing Information - confidentiality

All personal information is dealt with correctly and securely and in accordance with GDPR, and other related legislation, and the school's Data Protection Policy.

Moor Park is an environment, where protecting data privacy is top of the mind of every staff member whenever that person handles personal information. All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential.

Moor Park has technological and physical security of hardware and electronic or hard copies of personal data including backups, antivirus software, critical updates to operating systems, securing critical servers and filing cabinets.

Moor Park uses the key principle of good data management namely CIA: Confidentiality, Integrity and Accessibility, in so much that increased accessibility, with adequate security (Confidentiality), will ensure the Integrity of the data whilst providing the best data security.

#### We use pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

**The categories of pupil information that we collect, hold and share include:**

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Medical information (such as name of GP, relevant medical conditions)
- Attendance information (such as sessions attended, number of absence, absence reasons)
- Behavioural information (such as behaviour incidents, exclusions)
- Assessment information (such as national curriculum assessments)
- Special educational needs information
- School history (such as where pupils go when they leave us)

#### **We routinely share pupil information with:**

- schools that the pupils attend after leaving us
- our local authority
- the Department for Education (DfE)
- our School Nurse

Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Headteacher or the SENCO, unless the school has Safeguarding concerns.

The member of staff responsible for data protection is **Mrs Margaret Jowett** (Data Protection Officer).

#### **Other policies related to SEND**

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy

#### **Dealing with complaints**

The Headteacher, SENCO and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the SENCO or class teacher to outline the area of concern. Should this not resolve the matter, the next step is to arrange a meeting with the Deputy Headteacher and SENCO when the issues can be discussed and addressed. Should this not resolve the matter, the penultimate step is to arrange a meeting with the Headteacher. If there is still cause for complaint it will be forwarded to the Chairman of Governors and the correct procedures will take place in accordance with Moor Park's complaints procedure, the complaint being managed by the Headteacher.

### **Reviewing the Policy**

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working practise.