



MONK'S WALK
SCHOOL

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Special Educational Needs and Disability

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Monk's Walk School believes that Special Educational Needs and Disability (SEND) is a whole school issue and that **'Every Teacher is a Teacher of SEND'**

Monk's Walk School recognises that all students are individuals with particular needs, strengths and weaknesses. However, some students have exceptional abilities and others have significantly greater difficulty in learning than the majority of their peers. It is committed to offering an inclusive education to ensure the best possible progress for all students whatever their needs or abilities. Not all students with disabilities have Special Educational Needs and not all students with Special Educational Needs meet the definition of disability but this policy covers all these students.

Definition

- Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.
- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or a young person has a learning difficulty or disability if they:
 - have a significantly greater difficulty in learning than the majority of others of the same age; or
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy sets out how the school makes, monitors and reviews its provision for students with SEND. Information relating to the implementation of this policy is set out in the SEND Handbook. The education of students with identified special educational needs will be based on the recommendations of The Children and Families Act 2014, enacted on the 13th March and the new SEND Code of Practice (revised November 2014) which accompanies this legislation, the Equality Act 2010 and the DDA (1995 and amendments contained within the DDA 2005). In accordance with the SEN and Disability Act 2001 which amended the Disability and Discrimination Act 1995, the school aims not to treat disabled students '*less favourably*' and to make '*reasonable adjustments*' to ensure that disabled students are not at a substantial disadvantage.

Aims

- To ensure that students with special educational needs (SEND) are identified, assessed and monitored effectively.
- To promote as far as possible the inclusive education of students with SEND by developing differentiated learning techniques.
- To place students at the centre of all decisions made about the provision for their

needs.

- To actively promote equality of opportunity for all disabled people using the school premises as outlined in the 'Accessibility plan.'
- To ensure that staff have a clear understanding of their roles and responsibilities in the provision of Special Educational Needs (SEND).
- To involve parents/carers as partners in enabling students with SEND to achieve their potential, by promoting positive and supportive working relationships.
- To respect the rights of all students with SEND to participate in the activities of the school and in the national curriculum so far as is reasonably practicable.
- To provide the Monk's Walk School SEND information report as a document for parents.

Learning support provision

Monk's Walk School will take a graduated approach, underlying this is the understanding that: 'Every Teacher is a Teacher of SEND'.

The baseline for *all* students is high quality teaching and learning within the classroom. The subject teacher will take steps to provide differentiated learning opportunities within the classroom. Teaching techniques and materials will be adapted to the individual student's ability offering an inclusive approach to learning. This will aid the student's academic progression and enable the teacher to better understand the provision and the support that needs to be applied.

The Learning Support team will support staff in ensuring the education of all students in the classroom but will concentrate on those students with identified learning difficulties. We aim to identify and assess the needs of pupils with SEND as quickly as possible, this process will be a partnership between, in the first instance, feeder schools, Monk's Walk personnel, parents/ carers and children. Needs and actions will be reviewed regularly by having regard to the advice in the Code of Practice.

Wherever possible and appropriate, student needs will be met within the classroom. The school will seek to provide support that is co-ordinated and which uses, where appropriate and available, expertise from agencies outside the School. We understand the contextual nature of SEND and that environment and curricular factors can themselves contribute to difficulties with learning.

Personnel

The SENCo will co-ordinate day to day SEND provision while the SEND trustee and SLT link will monitor the policy and provision on behalf of the Trustees. The name of the current SEND Trustee can be obtained from the SENCo. The Learning Support team comprises:

- SENCo
- Learning Support Manager
- Assessor of Access Arrangements for General Qualifications
- Learning Support Assistants (Literacy & Numeracy specialist)
- Learning Support Assistants.

- EHCP Coordinator

The SENCo will be the overall line manager of the SEND department/Learning Support department; the Learning Support Manager will be the day to day line-manager of the Learning Support Assistants.

Admission

Monk's Walk is an all-ability 11-19 Comprehensive School, the admissions policy of which conforms to the National Admissions Framework. Monk's Walk School is not designated as a school for students with physical or neurological impairment. For more information see the Admission Policy.

Student Support Centre (SSC)

The School has a Student Support Centre, which acts as the base for Learning Support team. This is not a facility for long-term withdrawal arrangements. Support can be provided in the form of individual sessions and small group withdrawal; the majority of support is provided by teaching staff within the classroom.

Curriculum

The curriculum entitlement for all children will be exactly the same, irrespective of ability or disability, unless other arrangements are agreed under provision for disapplication or modification.

Identification, Assessment and Provision

The SENCo will produce a provisional register of students with potential special educational needs before they arrive at Monk's Walk, by contacting feeder schools for information. The provisional SEND Register will be published to school staff.

For each student on the SEND register the SENCo will produce a Student Profile; these provide information to staff and are student focused. Profiles will be reviewed and updated with parents and students twice a year.

Monk's walk employs a graduated approach to meeting students' needs by:

- Assessing the students' needs
- Planning the support and interventions needed for the student to progress, the impact of this support, along with a clear date for review
- Implementing the support and interventions.
- Reviewing the effectiveness of the support and interventions and making any necessary changes.

Stages of Support

SEND Support (K): a student who is identified as needing additional support, this is provided mainly within the classroom; some students may be timetabled for additional support. The Subject Teacher will provide work matched to the needs and abilities of all the students in the

class. The SENCo will deploy resources from the learning support team as appropriate to the needs of identified students.

Education Health Care plan (E): Following Statutory Assessment, an EHC Plan may be provided by Hertfordshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

An EHCP is a legally binding document which sets out the provision the child must receive to meet their SEND needs. Each year the school must hold an annual review with parents and all outside agencies involved with the child to assess the child progress.

In addition to the support detailed in the plan, students also receive the support outlined at Stage K.

Assessment

Assessment of a child's special needs will be undertaken by the SENCo and other SEND staff as decided by the SENCo, using some, or all, of the following:

Information and data from the child's previous school(s), parents, subject teachers, Learning Support staff, outside agencies, National Curriculum data at Key Stage 2 and Key Stage 3, Cognitive ability test data, school screening tests

Such information will be collected and used regularly by the SENCo for the following purposes:

- The monitoring of progress of students on the SEND Register
- To provide appropriate and necessary support to students
- The writing, review and update of Student Profiles
- Accountability to the Senior Leadership Team and the Trustees.

On Academic Review Days the student profile will be reviewed by the student, parent and a member of the SEND Department. Copies of the updated student profiles will be sent home after every ARD. A third review will also take place at the end of the summer term.

Careers and Post-16 Transition

The SENCo will liaise with both the Pastoral Head of Year and Youth Connexions for specialist Careers advice for students on the SEND register.

For students with a Statement of Special Educational Needs/ Education Health Care Plan in years nine, ten and eleven the SENCo will liaise with Youth Connexions to complete a Careers Transition Plan.

The SENCo will provide additional advice to the Welwyn Garden City 14-19 Consortium, to the Colleges of Further Education and to employers, as needed, concerning individual students before their departure from school.

Advice

The SENCo will provide advice, as required, for example

- to teachers considering curriculum differentiation, modification or disapplication
- to the Senior Leadership Team concerning the appropriate curriculum provision for students with SEND
- to the Senior Leadership Team and the Trustees concerning the appropriate level of resources and staffing to address the needs of students with SEND.

Role specifications

Subject Teachers will:

- make themselves familiar with the needs of students who have been placed on the SEND Register
- match the tasks for students to their ability and their needs
- work towards the objectives specified on the Student Profile
- assess, record and report progress in a way that provides information that assists the production, review and of Student Profiles
- notify the SENCo of any concerns that might lead to placing a student on the SEND Register
- when supported by a Learning Support Assistant, inform the Learning Support Assistant in advance of the lesson of the objectives, context, methods and outcomes of that lesson or series of lessons. This will be described in a 'Learning support contract' which will outline and clarify key roles and responsibilities
- liaise with Learning Support Manager regarding work that requires specialist modification in advance of the lesson
- involve the Learning Support Assistant with the class in such a way that the students regard them as fellow professionals of the teaching personnel and working with them as a team.

Learning Support Assistants will:

- undergo a period of induction training when first appointed
- undertake continuing programme of training and development while employed
- collaborate with the classroom teacher to agree a 'Learning Support contract' for each class that is supported
- support within the classroom as agreed by the teacher and the Learning Support Manager/SENCo and outlined in the 'Learning support contract'
- where appropriate and necessary, adapt or modify the tasks set by the teacher to the needs of individual students on the SEND Register
- monitor student progress towards outcomes on Student Profile and report to the subject teacher, SENCo and Learning Support Manager as required
- attend Learning Support team Meetings, as contracted
- support pupils in the student support centre as directed by the SENCo
- keep records in the form of Access to Learning provision map as required by SENCo and Learning Support Manager.

Assessor of Access Arrangements for General Qualifications will:

- assess all students during Year Nine to establish whether adaptations might be required to support students taking public examinations
- apply to the public examination boards to request the granting of appropriate Access Arrangements for those students with a proven need
- Liaise with, and support parents of students with exam access arrangements and give them advice as appropriate.

The SENCo, with the support of the Senior Leadership Line manager and the Head Teacher will be responsible for the day-to-day operation of the school's SEND policy and will:

- liaise with and advise all teachers, including contributing to the professional development of all staff concerned with SEND
- advise and support all teachers concerning differentiation of the National Curriculum
- liaise with pastoral personnel where students needs require joint strategies
- co-ordinate resources and provision for children with SEND
- construct a timetable for SEND support
- maintain the school's SEND Register and ensure proper record keeping for all students with SEND including the construction of Student Profiles
- liaise with, and support, parents of students with SEND and give them advice as appropriate
- oversee the management of the Learning Support team and be responsible for their professional development
- ensure proper liaison between teaching staff and the Learning Support Assistants, monitoring the use of 'Learning support contracts' to clarify roles, expectations and to identify where support for colleagues is necessary
- ensure that the Learning Support Assistants are fully integrated into the life of the school by providing them with information and consulting with them as needed
- ensure that knowledge of the full range of educational special needs is acquired and disseminated
- oversee all statutory procedures relating to Education, Health Care Plans and there annual reviews
- ensure the smooth transition of students with SEND through liaison with pastoral staff and feeder schools
- liaise with external agencies including the Educational Psychology Service and other support agencies, medical and social services, voluntary bodies and others as needed
- monitor the progress of students with SEND by systematic collection and analysis of relevant data
- liaise with the Trustees and the SEND trustee
- advise the Senior Leadership Team, Heads of Year/Department and the Trustees on matters concerning SEND, as needed
- negotiate an SEND Budget and monitor income and expenditure in co-operation with the Senior Leadership Team
- monitor national developments in SEND and respond accordingly
- support cross curricular developments literacy, numeracy, teaching and learning styles
- ensure that SEND issues are reflected in all school policies and practices.

The SEND Trustee will

- become familiar with the procedures and arrangements laid down in the SEND Policy
- be involved in SEND Policy review and development
- be aware of the number of students on the SEND Register
- be a channel of communication between the school and the Trustees
- monitor SEND provision on behalf of the Trustees
- report back regularly to the Trustees
- assist the Trustees in evaluating the strengths and weaknesses of the SEND system within the School
- make sure there are mechanisms to keep parents informed
- make representations on behalf of the Trustees (with its agreement) to the Local Education Authority.

EHCP Coordinator will

- manage and coordinate the EHCP procedures
- support with the provision for SEND students, including the writing of student profiles.
- support the SENCo in managing the implementation of the EHCPs and an inclusive curriculum.
- provide comprehensive support to the EHCP procedures
- provide effective support to enable the efficient review of all EHC plans
- To assist with arranging meetings and obtaining student feedback from staff
- To support with the transition of EHCP students from primary school

Partnership

The SENCo will ensure that all teaching and support personnel are kept informed of all the necessary information concerning the special needs of students in the School. He or she will also ensure that staff know of relevant developments in regard of SEND within the Local Education Authority and nationally. The SENCo will undertake the necessary professional development himself or herself and will make provision for the continuing professional development of the Learning Support team through activities funded by the School's training budget. This will include the induction of new staff and the improvement of the knowledge and skill of existing staff.

The SENCo will liaise with Heads of Year and the Senior Leadership Team. He or she will also work closely with the School Psychological Service to ensure that the work with the allocated Educational Psychologist is managed efficiently to maximise the benefit for the students. The SENCo will work with other external organisations and agencies as needed. Such agencies will typically include Youth Connexions, Children's Services Low Incidence Team – Physical and Sensory Impairment, Integrated Services for Learning - Communication Disorders Team, Educational Team for medical absence, NHS - Speech and Language Service, Occupational Therapy Service, the Physiotherapy Service, Social Services and Child and Adolescent Mental Health Service.

The link with Knightsfield School will continue to be an important feature of SEND provision at Monk's Walk School. The SENCo will work with the Knightsfield Link Co-ordinator to harmonise provision and systems to the mutual benefit of both Schools, both staffs and all the students concerned.

Monk's Walk works closely with parents on all issues and SEND will be no exception. Parents will be involved at all stages in the SEND partnership. For example; parents will be invited to participate in the Student Profile process; parents will be fully involved in the statutory procedures related to Statement of Special Educational Need and Education Health Care Plans; parents will be able to discuss concerns with the SENCo at times of mutual convenience.

Monitoring of Policy

The effectiveness of the School's SEND policy and provision will be monitored by the Lead Trustee for SEND on behalf of the Trustees. The SEND Trustee will liaise with the SENCo and SLT link for SEND on SEND issues; the SEND Trustee will also report to the Trustees regularly. In addition, day-to-day monitoring will be achieved through the School self-evaluation system.

Complaints

The School will operate a staged approach to complaints concerning SEND, as advised by the Local Authority. Most issues can, and will, be resolved by informal discussion between the home and the school.

If a parent or child has a concern about any aspect of SEND they should ask for a meeting with the form teacher and subject teacher concerned to discuss it. The SENCo should be kept informed or invited to the meeting.

If the meeting does not resolve the concern, then it should be referred to the SENCo, who will investigate the issue and report back to the parent or child.

If the SENCo is not able to resolve the issue, then it should be referred to the Headteacher, who will investigate and report back.

If this fails to resolve the matter, then a complaint should be put in writing to the Chair of Trustees who will investigate the complaint. At this stage, the complaint is defined as 'formal'. The Chair of Trustees will report back to the parent or child.

If this fails to resolve the problem, the parent or child should then complain in writing to the Local Appeals Service at County Hall.

Summary

Monk's Walk School has developed a creditable tradition of work in the SEND area and SEND has high priority within the School. This will continue and the School as a whole will seek to develop provision yet further, within the constraints set by resources. In particular, the SENCo and the Learning Support team will take a lead in this process of improvement and the Trustees will support them in this work and will seek, where possible, to increase the resources available for the support of students with SEND.

This policy should be read in conjunction with the School's Equality Policy, Behaviour for Learning Policy, Admission Policy, Anti-Bullying Policy and the Local Offer.

The policy will be reviewed annually.