



**Mayesbrook Park School**

Alternative Provision for young people in Barking and Dagenham

## **SEND POLICY**

**Updated Autumn 2018**

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## MAYESBROOK PARK SCHOOL STAFF LINKED TO SEND Policy:

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### **MAYESBROOK PARK CAMPUS:**

**Head teacher: Cathy Stygal**

**The Designated Safeguarding Lead for safeguarding children at the MPC is:**

Name: **Cathy Stygal** - cstygal@mayesbrookparkschool.org.uk Tel: 0208 270 6000 ext 8332

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### **SEABROOK CAMPUS:**

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**SENDCO:** Lisa Wellington

## 1. Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for students with special educational needs and disability (SEND)

Explain the roles and responsibilities of everyone involved in providing for students with SEND

Mayesbrook Park School is fully committed to inclusion.

All students at each Campus are offered help, advice and support if they have special educational needs and/or disabilities. That is they have a learning difficulty or disability that makes it harder for them to learn than most children of the same age. This difficulty may be academic (e.g. reading or spelling), emotional, social, behavioural or physical.

The School and its management committee are committed to the following aims:

- to ensure full entitlement and access for all Students to a high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
- to educate Students with SEND, wherever possible, alongside their peers within the normal mainstream curriculum, having given due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs.
- to identify and assess Students with SEND as early and thoroughly as is possible
- to fully involve parent/carers and Students in the identification, assessment and delivery of SEND provision and to strive for close co-operation between all stakeholders
- to meet the needs of all Students experiencing SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources
- to remove the barriers to learning and participation that hinder or exclude Students with special educational needs
- to provide equal opportunities for all Students
- to ensure the curriculum is suitably differentiated to meet the needs of all Students
- to ensure that an inclusive environment is created and fostered where all members of the school community respect and care for each other
- to ensure that teachers in the school are aware of the importance of identifying and providing for those Students who have special educational needs
- to ensure that parents/carers are aware of the SEND provision available in the school and that they are encouraged to be actively involved in their child's progress

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

## 3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### **4. Roles and responsibilities**

##### **4.1 The SENDCO**

The SENDCOs are Lisa Wellington at Mayesbrook Park Campus and Seabrook Campus and Jill Kitchener and Julia Goodwin at Erkenwald Campus.

They will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and management committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

##### **4.2 The SEND governor**

**The SEND governor is Janet Cassford**

The SEND governor will:

- Help to raise awareness of SEND issues at Management Committee meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the management committee on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

##### **4.3 The head teacher**

The head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

##### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any learning support professionals (LSPs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

### **5.2 Identifying students with SEND and assessing their needs**

We will assess each student's current levels on entry. These will form the baseline level for the student. Class teachers will make regular assessments of progress for all students during half termly and termly data drops and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Further diagnostic assessments are carried out where necessary and outside agencies such as the Educational Psychologist or Speech and Language therapists are engaged.

The SEND register is regularly reviewed and updated.

Annual reviews for students with a Statement of SEND or an EHC plan are carried out yearly and within the time scale. All teachers, parents and students contribute to the review process.

### **5.3 Consulting and involving students and parents**

Parents have a vital role to play and it is therefore important to ensure information is accessible, they feel welcomed into the school and that their views and contributions are sought and encouraged.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

Annual review targets and Individual Learning Plan (ILP targets are written in agreement with the student and parents.

Parents are kept informed about their child through letters home regarding progress, provision and ILPs.

#### **5.4 Assessing and reviewing student' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

#### **5.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Students are entitled to a careers interview once a year, more if necessary and parents and the students are involved in this.

During reviews, the next stage for the student is discussed plus support for intake interviews and Open days. Some students are able to return to mainstream school. Most students transfer into college successfully.

#### **5.6 Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- in-class support – Learning Support Professionals
- small group/ individual intervention to address literacy and numeracy needs or specific learning difficulties
- small teaching groups – usually no more than 6 learners
- joint planning between faculties and Learning Support
- differentiation
- access to learning mentors and youth groups
- working with outside agencies

#### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Alternative accreditation, e.g. Step-up English, Functional skills Mathematics

### **5.8 Additional support for learning**

We have a number of Learning Support Professionals who are trained to deliver interventions such as precision teaching, rapid reading recovery, Step-up English and to support SEMH using our Retracking programme.

LSPs will support students on a 1:1 basis, in small groups and in whole class settings.

### **5.9 Expertise and training of staff**

Our SENDCOs have SEND qualifications and wide experience of supporting SEND students in mainstream and specialist provisions

We have a team of Learning Support Professionals who are trained to deliver SEND provision, plus receive ongoing training by the SENDCOs.

### **5.10 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEND or EHC plans

### **5.11 Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

Students with SEND are encouraged to be part of the school council

- We have a zero tolerance approach to bullying and provide in-house and external training to enable students to recognize when they are setting themselves up to be victims and how they can develop resilience and seek support.
- We assess and monitor a student's emotional and social development through our use of the PASS. ILP targets are set from the PASS responses.
- We run group work for behaviour and personal development, self-esteem and anger management.
- Students are encouraged to report on their emotional, social development through regular questionnaires.

### **5.12 Working with other agencies**

We work with the following agencies to provide support for students with SEND:

- Educational psychologist
- Child and Adolescent Mental Health Service
- Social services
- Careers advisors
- Youth Offending Team
- Speech and Language Therapists

### 5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head of Campus in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### 5.14 Contact details of support services for parents of students with SEND

<https://www.lbbd.gov.uk/information-advice-and-support-service>

### 5.15 The local authority local offer

Our local authority's local offer is published here:

<https://ww2.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

## 6. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the management committee annually.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Equality information and objectives
- SEND Information report
- Supporting students with medical conditions

<http://www.mayesbrookparkschool.org.uk/>

## Appendix 1

### Disability discrimination

Follow the school's complaints process if a school has [discriminated](#) against someone because of their disability.

If this doesn't solve the problem, or you don't want to complain to the school first, you may be able to complain to the Special Educational Needs and Disability (SEND) tribunal.

### Who can complain to the SEND TRIBUNAL?

You can complain to the tribunal if you're:

- someone with parental responsibility for a young person, or their foster parent or carer
- a young person over [school leaving age](#) but under 18

You can complain to the tribunal about:

- a school, nursery or pupil referral unit maintained by a local authority
- an independent school

- a free school, including an academy

You can't complain to the tribunal about:

- a private nursery, unless it's part of a school
- a further education college
- an organisation using a school's premises

### **Complain to the SEND tribunal**

SEND the claim to the tribunal within 6 months of the discrimination taking place.

Download and fill in:

- [form SEND4A](#) if you're a parent
- [form SEND4B](#) if you're a young person

You can include details of up to 5 witnesses who you'd like to bring to the hearing. The address is on the form.

Contact the tribunal if you have any questions about completing the form. They can't give you legal advice.

### **Special Educational Needs and Disability Tribunal**

[SEND@hmcts.gsi.gov.uk](mailto:SEND@hmcts.gsi.gov.uk)

Telephone: 01325 392 760

Fax: 0870 739 4017

[Find out about call charges](#)

### **Help you can get**

Check if you can [get legal aid](#).

You can also get free help and advice from:

- the [Independent Parental Special Education Advice \(IPSEA\)](#)
- your local Parent Partnership Service through the [Information, Advice and Support Services \(IASS\) Network](#)

**Information, Advice and Support Services (IASS) Network** [nppn@ncb.org.uk](mailto:nppn@ncb.org.uk)

Telephone: 020 7843 6958

[Find out about call charges](#)

### **Going to the hearing**

You'll get a letter from the tribunal telling you if they'll hold a hearing, and when and where it'll take place. It'll be close to your home.

You can [complain to the Department for Education](#) (DfE) about a school if the SEND tribunal won't handle your case.

### **Change or withdraw your claim before the hearing**

Download and fill in:

- [form SEND7](#) to change your claim, for example to ask for a different hearing date or add more witnesses
- [form SEND8](#) to withdraw your claim

### **What happens at the hearing?**

The hearing will usually be attended by:

- up to 3 tribunal members
- a clerk

- someone repreSENDting the local authority
- witnesses

You don't have to go to the hearing, but if you do you can ask questions and preSENDt the case yourself. If you're appealing as a young person, your parents can come to the hearing.

Fill in the [attendance form](#) if you want to bring:

- someone to repreSENDt you
- someone to support you
- witnesses

You can [ask to have an interpreter](#) at the hearing. They'll translate what happens but they can't repreSENDt you or give you legal advice.

You might be asked questions by:

- your legal repreSENDtative (if you have one)
- the local authority's repreSENDtative
- the tribunal

You'll usually get a letter with the tribunal's decision within 10 working days of the hearing.

### **Claiming expenses**

You might be able to [claim travel expenses](#) for going to the hearing.

Your witnesses might also be able to [claim expenses for travel and loss of earnings](#).

If you bring a friend or relative to the hearing, you might also be able to claim for their travel costs.

### **If your claim is successful**

The school or local authority must act on the tribunal's decision within a set amount of time.

You can [complain to the Local Government Ombudsman](#) if a local authority doesn't keep to the decision.

### **Local Government Ombudsman**

Telephone: 0300 061 0614

[Find out about call charges](#)

Local Government Ombudsman

PO Box 4771

Coventry

CV4 0EH

### **If your claim is not successful**

The letter giving the tribunal's decision will tell you how to apply to:

- get the decision 'set aside' (cancelled) if you think there's been a mistake in the process
- ask the tribunal to 'review' the decision, for example if your circumstances have changed since you got the decision or the decision contains a mistake

You can also ask for permission to appeal to the Upper Tribunal (Administrative Appeals) Chamber if you think the SEND tribunal has made a mistake and acted against the law.

You must [ask for permission to appeal](#) within 28 days of the date on the tribunal's decision letter.

# For children and young people who have SEND or are disabled

Barking and Dagenham's local offer is more than simply a directory of services. It's the outcome of partnership working with our local community.

We have a duty under the [Children and Families Act](#) to set out in one place information about provision across education, health and social care for children and young people who have SEND or are disabled – including support for their families.

This is our 'Local Offer'.

The purpose is to:

- Provide clear information
- Make provision more responsive to local needs and aspirations by directly involving children, their parents and young people as well as service providers in its development and review

This new way of working – co-production – with children, young people and their families has brought a fresh and innovative approach. We've formed closer partnerships for shaping services and setting priorities at a time when there is less money in the system.

By working together we can ensure that we develop provision which is responsive to local needs and leads to the best outcomes for all of our children and young people.