



Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham

SEND POLICY

JANUARY 2017

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Mayesbrook Park School

Special Educational Needs and/or Disabilities (SEND) Policy

The Special Educational Needs and/or Disabilities (SEND) Policy is written for the whole community: staff, students, parents/carers and the Governing Body. It is designed to be a working document.

Principles and Objectives

The Mayesbrook Park School is fully committed to inclusion. All students at each Centre are offered help, advice and support if they have special educational needs and/or disabilities. That is they have learning needs or physical needs which have a long term effect on their ability to access learning. Special educational needs and disabilities and the provision made for them, falls into four broad areas of need; communication and interaction, cognition and learning social, emotional and mental health and sensory or physical.

The Centre and its Governing Body are committed to the following aims:

- to ensure full entitlement and access for all Students to high quality education within a broad, balanced and relevant curriculum (including access to the National 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 cooperation 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 and/or disabilities
- 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 and/or disabilities

- 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

Responsibility for special educational needs

- The Head of Service and Centre Managers have overall responsibility for special educational needs. □ Each Centre has a named SENCO:
 - Mayesbrook Park School – Kelly Bullock
 - Seabrook Campus – Kelly Bullock
 - Erkenwald Campus – Jill Kitchener
 - SEND Governor – Gurjit Kaur

The SENCO is responsible for:

- Implementation of the SEND Code of Practice 2014
- the effective and efficient deployment of the learning support team
- the day to day operation of the school's SEND policy
- liaising with and advising colleagues
- coordinating provision for Students with special educational needs and those with an EHC Plan (or Statement) and measuring impact
- maintaining the school's record of need
- overseeing Individual Learning Plans and Annual Reviews
- liaising with parents/carers of children with SEND
- managing work with external agencies including the educational psychology service
- delivering SEND related CPD.

Admission arrangements

All students, including those with special educational needs and/or disabilities, are admitted to the school in accordance with the published criteria. For Students at SEND Support or with a statement of special educational needs/ EHC an identified member of the Learning Support team is actively involved in ensuring appropriate resources and transitional arrangements are in place so that Learner's difficulties are minimised at the point of entry to the school.

These arrangements include making provision for learners with identified social, emotional and behavioural difficulties who are at their most vulnerable during times of change.

Identification, assessment and review procedures

The centre follows the recommendations of the Code of Practice 2014. All staff are involved in liaising with their previous schools and as previously stated as much information as possible is collected on students who have identified special educational needs and/or disabilities.

As part of their induction students complete baseline assessments. This enables us to identify areas of concern from the individual and from the parent/carer. The information gathered will then be used to inform teachers' planning and also highlight if an Individual Learning Plan (ILP) should be considered. <http://MPS.org.uk/wp-content/uploads/2016/11/AssessmentPolicy-final-25-01-2017.pdf>

Staff are involved in academic reviews where further needs may be identified. Once identification, assessment and intervention have taken place students and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and the formation and implementation of ILP's.

Further diagnostic assessment is carried out where necessary and outside agencies may contribute to these assessments e.g. Educational Psychologist and speech and language therapists.

The SEND Register is regularly reviewed and updated.

Annual Reviews for learners with a Statement of Special Educational Needs/EHC are carried out yearly and within the given timescale. All teachers contribute to the annual review process.

Inclusion and Provision for Students with Special Educational Needs and/or Disabilities

Access, by students with special educational needs and/or disabilities, to a balanced and broadly based curriculum is achieved through:

- 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 teachers, departments and Learning Support
- differentiation
- access to learning mentors and youth groups
- working with outside agencies.

Provision at SEND Support may include:

- Adult support in class
- Individual support withdrawal, dependent on need
- Literacy and numeracy catch up
- mentoring
- group work for behaviour and personal development – self esteem/anger management etc
- counselling
- input from Educational Psychology Service
- Child and Mental Health Service
- Therapeutic interventions
- Support from YOT

Students with special educational needs and/or disabilities engage in all aspects of school life, for example, enrichment activities, school journeys, and sporting activities.

Special Arrangements for Examinations

Students requiring special arrangements for public examinations are assessed by the senior staff, and special consideration is applied for to the exam board. Students who have permission for special arrangements sit their exams and we provide support such as readers and amanuensis.

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Reviewing the success of the education provided at the school to learners with special educational needs and/or disabilities

- the Head of Centre will report to the Governing Body and once a year will attend a Governing Body meeting to disseminate relevant information
- Analysis of reading tests
- Continued reduction in exclusion rates
- Increased attendance
- Feedback from students
- Feedback from parents/carers

Parent and Students Involvement

The views of students are taken into consideration at all times and every effort is made to ensure that support is planned in consultation and agreement with them.

Annual Review targets and ILP targets are written in agreement with the student and they are involved in their ongoing review.

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

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

Parents are invited to academic reviews and annual reviews of EHC Plans/statements and encouraged to make a full contribution.

External Support Services

Regular contact is made with external agencies and their involvement is valued. These include:

- Educational Psychologist
- Child and Adolescent Mental Health Service
- Social services
- Careers advice
- YOT

Careers and Post 16

Careers Service advice is available to all Students. Where a year 9/ 10/11 student has a statement/ EHC then careers advice will be sought ahead of the annual review to inform regarding future placement and future support requirements.

For MPS SEND information report 2016-2017 please see the link below:

<http://MPS.org.uk/wp-content/uploads/2017/01/MPS-SEND-InformationReport.pdf>

For LBBD Local offer see link below:

<https://www.lbbd.gov.uk-localoffer>