



**Melland  
High School**

Bright Futures EDUCATIONAL TRUST

# **SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY**

This is a Melland High School Policy

**Ratified by Governing Body:**      *October 2022*

**Reviewed:**                                      *September 2024*

**Next Review Date:**                          *September 2026*



## **SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY**

This policy was created by the school's outreach team in conjunction with the Senior Leadership Team, staff and parents of pupils with SEND and has been produced in the spirit of current reform.

### **1. Aims and Objective**

1.1 The aim of this policy is to develop and provide a world class education for all our pupils with SEN and disability alike. We aim to raise the aspirations of and expectations for all pupils with SEN. Melland High School provides a focus on outcomes for children and young people and not just hours of provision/support. Pupils will receive the provision set out in the Statement of Educational Need/Educational Health and Care Plan.

1.2 Our aims are:

1.2.1 Promote an atmosphere and ethos that encourages pupils' spiritual, moral, social, physical and cultural development and British Values. Prepare all pupils for the opportunities, responsibilities and experiences of life.

1.2.2 Provide opportunities for pupils to access the local community and facilities

1.2.3 Encourage the pupils to be responsible and caring members of the wider community

1.2.4 Promote self-esteem by recognising and celebrating the achievement of individual pupils

1.2.5 Promote the ability to respect other people's points of view regardless of race, gender, religion, sexuality or ability

1.2.6 Promote, where appropriate, the inclusion of pupils within and outside school, ensuring that such inclusion is in accord with parental wishes and is of benefit to the pupil

1.2.7 Promote and encourage the involvement of parents and carers in all aspects of school life by welcoming them into school and helping them add to the positive and friendly aspect of the school.

1.2.8 Provide the community with opportunities to value our pupils as individuals and recognise their contribution to society

1.2.9 Work with a multidisciplinary team to meet the individual needs of each pupil

1.3 Our objectives are:

1.3.1 To provide relevant support for all our pupils and opportunities to learn and achieve.

1.3.2 To identify and respond to the changing needs of pupils ensuring they are able to further develop their potential as individuals.

1.3.3 To encourage pupils to enjoy the social interaction of coming to school.



- 1.3.2 To work within the guidance provide in the SEND Code of Practice 2014
- 1.3.3 To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- 1.3.4 To provide support and advice for all our staff working with children with special educational needs, ensuring they are kept up to date with all relevant information on the needs or pupils and have regular opportunities to discuss pupils’ needs and provide professional development opportunities to expand their SEND pedagogy.
- 1.3.5 To provide a structure within which information on pupils can be collected, provided and processed systematically and within which decisions are promptly acted upon.
- 1.3.6 To provide support and advice for parents and families of children with special educational needs.

## 2. Definition of Special Educational Needs

- 2.1 Melland High School recognises that all young people in attendance at our school have a special education need and thus a statement or EHCP, each is specific to that child and requires individual tailored support and provision.
- 2.2 Melland High School recognises that every teacher is a teacher of every child.
- 2.3 Whilst it is recognised that young people with SEND are not a readily defined and discrete group, for the purposes of this policy Melland High School adopts the legal definition provided by the 1996 Education Act: ‘A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her’.
- 2.4 The SEN Code of Practice (2014) says a child has a learning difficulty if he or she:
  - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
  - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*
- 2.5 Special Educational Provision means: For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- 2.6 Melland High School recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and teaching.
- 2.7 Neither does the exceptionally able or gifted child fall into the remit of special educational needs. Melland High School recognises that these young people have their own needs which are addressed separately. We also recognise that children and young people may have special educational needs in some areas of their learning and be identified as gifted and talented in others.

Appendix 1 and 2 provide further details of the classification and types of SEND.



Melland High School's SEN Information Report also contains further details of SEN provision.

### **3 Scope of the Policy**

3.1 This policy applies to pupils in attendance of Melland High School. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability, or social circumstances.

3.2 This policy also has implications for all our partners in the SEND process, e.g. partner Academies, governing bodies, parents/carers and statutory voluntary agencies.

### **4. Responsibilities**

4.1 The Governing Body: BFET board will ensure the Governing Body will use its best endeavours to ensure high quality education and support for all.

4.2 Special Educational Needs Teachers: Melland High School recognises that all staff work with young people with SEND and that all teachers are teachers of those with special needs. All teachers are responsible for:

- Coordinating provision for students with SEND.
- Maintaining and overseeing records of all young people with SEND.
- Liaising with parents/carers of young people with SEND.
- Contributing to in-service training and professional development of staff.
- Liaising with external agencies including BFET TASS Team and other SEND support services, health and social services and voluntary bodies.
- Managing a range of resources, human and material, including individual and group education plans linked to young people with special educational needs.
- Providing support and advice to colleagues.
- Monitoring and evaluating the special needs provision and reporting to the Governing Body on the progress of students with SEND.

4.3 The Principal: The Principal has the responsibility for the overall management of all aspects of the MHS' work and provision for young people with special educational needs. He or she will keep the Governing Body fully informed.

4.4 Assessment: Melland High School recognises that assessment is an integral part of teaching and learning. It provides a framework for setting clear learning objectives and monitoring pupil progress and achievement. All teachers will set personalised targets for individual pupils however the individual's SEN will remain in consideration such as rate of pupil progress and a significant emphasis on personal and social development and progression.

Accurate formative assessment and longitudinal analysis of pupil progress and achievement year on year provides a basis for the identification of aspirational End of Key Stage targets which are linked to the medium and upper quartile ranges of Progression Guidance and the school's quantitative definition of outstanding/good progress.

5.5 Annual Review/EHCP Meeting: All pupils attending Melland High School will have either an annual review or EHCP meeting, where possible pupils themselves will also attend these meetings. EHCs/Statements will be



reviewed and updated where relevant. At the annual review the Statement is considered together with progress against individual targets identified in each pupil's Annual Education Report. Parents and other professionals involved with the pupil are invited to attend the review, which is conducted in accordance with the guidance set out in the SEN Code of Practice 2014. Longer-term goals will be discussed and agreed at the annual review for the coming year. Transfer to Education Health and Care plans will be undertaken as outlined in the Children and Families Act 2014. Careful preparation is made for pupils/ students at key transition points including post 19 provision.

5.6 **Curriculum:** The school curriculum is designed to meet the unique individual needs of each pupil and student. Each pupil/ student is taught according to his or her age, ability and special educational needs. All pupils/ students receive a broad and balanced curriculum, which includes the National Curriculum (in Key Stages 3 and 4). Attainment for pupils in Key Stages 4 and 5 is accredited through appropriate national accreditation.

The sixth form curriculum has a different emphasis and is increasingly focused upon preparation for the opportunities, responsibilities and experiences of life.

The curriculum has four main elements which are supported by national accreditation:

- basic skills of literacy and numeracy;
- independent living skills and citizenship;
- leisure and recreation;
- vocational preparation.

Students have the opportunity to experience work experience and college links, determined through an assessment of individual need and ability.

## **5. Philosophy**

5.1 The key values and beliefs that underpin the MHS' SEND policy are:

- Equal value and respect for all.
- Equal opportunity for all.
- Recognition of individual differences with special regard for young people with special educational needs.
- The development of skills for life through the provision of appropriate learning opportunities.
- A constant search for improvement in the quality of service.
- Commitment to both the spirit and statutory requirements of legislation, including partnership between students, parents/carers and professionals.

## **6. Statement of Principles and Values**

6.1 The principles and values within the Melland High School's policy are underpinned by the need to:

- Promote high standards of education for young people with SEND.
- Encourage young people with SEND to participate fully in the MHS community and take part in decisions about their education.
- Work with other statutory and voluntary bodies to provide support for young people with SEND.
- For young people with special educational needs, the key principles underpinning this vision and through which the above aims are to be met are:
  - Early intervention.
  - Promoting inclusive education.



- Partnership with parents/carers and carers.
- Promoting high expectations.
- Equality of opportunity.
- Sharing responsibility.
- Continuum of high quality provision.
- High quality trained staff.
- Procedures, which are clear and effective.
- Monitoring, review and evaluation.
- Partnership with young people.

6.2 Early Intervention: Melland High School will recognise that the early identification of a child's Special Educational Needs, together with appropriate multi-disciplinary intervention, should reduce the need for more intensive support later in the child's life. In working towards this principle Melland High School will ensure that:

- All relevant staff to work closely with primary and secondary colleagues on transition.
- Every consideration will be given to the views of parents/carers in the assessment and decision making process. Young people with special educational needs will also be consulted whenever possible.
- Procedures for inter service and cross agency referrals will be actively used and reviewed regularly.

6.3 Promoting Inclusive Education: Melland High School recognises that inclusion is a process requiring collaborative input from parents/carers, partner schools and academies, support services, other agencies and the broader community.

6.4 Partnership with Parents/Carers: The best results are achieved where MHS and its parents/carers work together. In working towards this principle MHS will:

- Assist parents/carers in their understanding of Special Educational Needs procedures, MHS based provision, other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.
- Provide opportunities for mediation and discussion where necessary.
- Ensure that assessment and review processes seek and take account of the parents/carers and child's views wherever possible.
- Provide clear written descriptions of the support services available for young people with special educational needs within MHS and the local area.
- Provide information in a variety of formats about the range of voluntary and statutory agencies which may be able to assist parents/carers of young people with special educational needs.
- Value families as the prime educators of their children.
- Recognise that families have valuable knowledge of their child, which service providers should encourage them to share.
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
- Promote mutual respect as the basis for communication between MHS and families. This should include sensitivity to family's needs, desires and understanding.
- Develop and promote open, honest and effective means of communication about the needs of young people who have SEND/disabilities.
- Deliver information in an appropriate and accessible form.



6.5 Promoting High Expectations: Melland High School will set high standards for young people with special educational needs with an expectation that they will achieve their full potential. In working towards this principle, MHS will ensure that:

- Every student experiencing Special Educational Needs will have the barriers to achieving their potential identified and removed as much as possible.
- The use of assessments and the value added data will provide effective measures of the performance of young people with special educational needs.
- All young people should develop high esteem. Through this it is anticipated that young people will contribute to the setting, assessment and review of personal goals.

6.6 Equality of Opportunity: Young people with SEND are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum, including the National Curriculum. In working towards this principle Melland High School will ensure that:

- All young people are valued equally.
- The building will be DDA compliant.
- All young people will be expected to make progress regardless of gender, disability, race, faith and culture.
- All young people have access to a relevant, broad and balanced curriculum including the National Curriculum. The main aim of additional and specialist resources is to enable young people to access this curriculum.
- Additional resources will be allocated to those young people with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to identification and assessment of special educational need.

### 6.7 Sharing Responsibility

6.7.1 Melland High School recognises that parents/carers are their child's first educators. Meeting young people's special educational needs is a shared responsibility. Working towards this principle MHS will share responsibility with a range of other partners and agencies.

6.7.2 MHS believes that the interests of the young people can best be served by viewing identified difficulties as a whole. Procedures will recognise the importance of sharing information and collaboratively devising support programmes for young people with special educational needs. This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved.

6.8 Continuum of High Quality Provision. In working towards this principle Melland High School will:

- In accordance with the Code of Practice and Disability Discrimination Act ensure that a young person's special educational needs will be met alongside his or her peers and within his or her own community.
- Ensure that a continuum of provision is available to meet a continuum of need.
- Actively use systems to secure collaborative working between MHS local/national support services.
- Keep under regular review Special Educational Provision to ensure there is consistency between policies within MHS.
- Work with the Special Educational Needs support services to improve the quality of provision.



## 6.9 High Quality Trained Staff

6.9.1 Young people with SEND, and their families, have a right to be supported by high quality, skilled professionals. Melland High School will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in special educational needs.

6.9.2 This programme will be a comprehensive and appropriate staff development programme which addresses the skills and knowledge staff will need to fully support and teach all learners who attend MHS. This will be available not only to teaching staff but also to support staff and all those involved in managing the statutory assessment process.

## 6.10 Monitoring Review and Evaluation

6.10.1 Melland High School will conduct internal reviews at least annually to complement the on-going monitoring and evaluation of provision, outcomes and progress.

6.10.2 Parents/carers also have a role to play through their contribution to reviews/EHCP meetings of their young people's learning.

6.10.3 In carrying out its responsibilities towards young people with special educational needs Melland High School will:

- Keep its arrangements and provision for SEND under review.
- Review the effective use of its resources.
- Review and evaluate the MHS's arrangements for individual education planning and reviewing, including parental and Support Services involvement.
- Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the MHS' Development Plan and SEND Policy.

6.11 The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of young people who have special needs covers a range of important and interrelated areas. In particular:

- Allocation and effective use of resources.
- The performance of local and national support services as experienced by students and staff.
- The performance of Melland High School's support staff as experienced by students and other staff.
- The provision for young people with special needs within the MHS including annual review of EHCP's and individual learning plans.
- Individual student progress as measured against set targets.
- Use of delegated funds.

## 6.12 Partnership with Young People

We believe that partnership with young people is essential in relation to SEND and they have the right to have their views incorporated into assessment and review, and to be involved in decision-making about their own SEND. Specifically:

- Young people have the right to have their views, expectations and needs taken into account in all planning.
- Effective action for learners with SEND will often depend on close co-operation between MHS, the health services and other services for young people. We are committed to implementing such co-operative arrangements in order that services for individual young people and families can be as seamless as possible.



- All young people have the right to learn together, develop relationships and prepare for life in the mainstream.
- All young people should be encouraged to develop a positive sense of self image and a pride in their own identity.
- All young people should be encouraged to accept and value differences.

## **COMPLIANCE**

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

## **APPENDIX 1**

### *Classification of SEND Provision*

1. Additional SEN Support is established when a child is identified as needing interventions that are additional to or different from those proved as part of the school's differentiated curriculum and strategies. The child's needs may be such that the school needs to seek advice and support from external support services.
2. Request for statutory assessment. Such a request may be made by school or parents, for only a very few pupils who have failed to make adequate progress through Additional SEN Support Education. If an Education Health and Care Plan (EHCP) is issued following the assessment process, this is a legal document describing the child's needs and the provision needed to meet those needs. The EHCP is reviewed on an annual basis and can be reviewed more frequently if there are concerns or the child's special educational needs (SEND) appear to have changed.
3. Access to Learning Plan. Pupils receiving support at Additional SEN Support or via an EHCP should have a record of the support they need on an Access to learning Plan (ALP). This includes a PEN portrait, an overview of their need, strategies, interventions, desired outcomes and termly evaluations. (The 2014 SEN Code of Practice removes the need for IEPs).

## **APPENDIX 2**

### *Broad areas of need – SEND Code of Practice 2014*



## **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

## **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children



**Melland  
High School**

Bright Futures EDUCATIONAL TRUST

and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.