

Michaela Community School SEN Policy

This document outlines our priorities and provision for pupils with Special Educational Needs and follows the SEND Code of Practice (2014), which can be read here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

All our policies relating to SEND comply with the following legislation:

- Section 69 (2) of the Children and Families Act 2014.
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.
- Section 6 of the ‘Special Educational Needs and Disability Code of Practice: 0 to 25 Years’ 2014.

The Children and Families Act (2014, part 3) states:

“A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability 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.”*

We adhere to the Equality Act (2010), which states (Part 6, Chapter 1) that schools have a “duty to make reasonable adjustments” for children with SEND, and that schools “must not victimise a person” on the basis of disability or Special Educational Need. We work hard to create a fully inclusive environment and abide by all guidelines laid out in the Equality Act (2010).

Aims and Objectives

Michaela Community School endeavours to meet the SEND needs of individual children by:

- identifying those children who have SEND as soon as possible.
- Providing evidence-based interventions at a suitable level when a child is identified as having SEND.
- Use resources effectively to support children with SEND.
- Assess and track the progress of children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the parents of children with SEND.
- Encourage the pupils’ involvement in the meeting of their needs.
- Provide ongoing training for all staff to ensure all pupils with SEND receive quality teaching.

Responsible Persons

Governor: Pia Decarlucchi

Headmistress: Katharine Birbalsingh

SENCO: Katie Ashford (Deputy Headmistress)

Admissions and Inclusion

All the teachers at Michaela Community School are teachers of children with SEND. As such the school adopts a whole school approach to SEND which involves all staff adhering to models of best practice. We are committed to identifying and providing for the needs of all children in an inclusive environment.

The school operates an equal opportunities policy; all children, regardless of need or SEND status, are afforded the same rights as other children, as per the 2010 Equalities Act.

School places at Michaela Community School are allocated using the Brent Borough Council Admissions system. Parents of pupils with SEND have priority and the school complies with the Admissions codes laid out on the Brent Council Website. Read more here:

<https://www.brent.gov.uk/services-for-residents/education-and-schools/special-educational-needs/apply-for-a-school-place/>

Read more about our admissions procedures here: <http://mcsbrent.co.uk/policies/>

Access to the Building

Full information about our accessibility plans can be accessed here: <http://mcsbrent.co.uk/policies/>

Access to the Curriculum

All children are taught in accordance with our school curriculum, which you can read about here: <http://mcsbrent.co.uk/curriculum/>

At Michaela, we prioritise teaching deep and broad knowledge curriculum. Quality first teaching ensures that every child, regardless of need, is supported to recall and apply knowledge over time.

Our approach to teaching is underpinned by the latest research into how the mind learns. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons. Pupils with special educational needs benefit enormously from these approaches, as the structured setting, clear explanations and carefully sequenced sets of examples aid understanding. Furthermore, pupils with special educational needs benefit from extended practice as this supports retention of fundamental subject content.

Teachers have been trained to utilise three mechanisms for maximising learning for pupils with special educational needs.

Before lessons, teachers **pre-empt** misconceptions and areas individuals are likely to find difficult.

During lessons, teachers provide pupils with **a series of examples and non-examples** to clarify and solidify concepts and processes.

During lessons, teachers support pupils to remember content through consistent use of **practice drills**.

Teachers make use of robust in class assessment to ascertain the extent of pupils' understanding. Teaching Fellows monitor pupils with slower processing speeds and low literacy levels and feed back to the teacher and Director of Inclusion as appropriate.

Furthermore, some pupils will have access to additional teaching in English and Maths in order to secure foundations, opening the gateway to other curriculum subjects.

Pupils identified requiring additional support during baseline testing are placed in our bottom stream. These pupils receive the same curriculum content as those in other streams, but teachers build in more time for practice and consolidation to support memorisation. If pupils fail to master content in weekly quizzes, they receive additional support in intervention time.

Identification

All pupils are screened at the beginning of year 7. The assessments provide us with robust data about each child's current ability in reading, writing and numeracy. Children highlighted as being below the expected level in these areas are given further testing to ascertain precisely where support is needed. For example, this may include decoding screening or dyslexia screening.

Children who are below the expected level in English and mathematics are not automatically identified as having Special Educational Needs, but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEND.

We investigate concerns raised by parents and involve them in the identification process where they believe their child is struggling or has additional needs.

Meeting Needs

Meeting the needs of pupils with SEN is a whole school responsibility and priority. Teachers have been trained to understand the needs of every pupil and to systematically and thoroughly review the progress each pupil is making during lessons and over time.

The Director of Inclusion, Senior Team, and governing body review and monitor progress of pupils with SEN. The Director of Inclusion oversees the implementation of interventions.

Every pupil completes a mastery quiz in every subject every week. This provides the teacher with clear visibility of pupils' understanding of their subjects. Pupils identified as achieving less than 80% in mastery quizzes receive additional support each week. This can accumulate to up to two hours of additional learning time each week. These sessions are led by teachers and are focused on the key areas of weakness highlighted by mastery quizzes.

Pupils with greater difficulties receive further support if necessary. This is tailored to each pupil, but may include:

- Additional one to one or small group literacy and numeracy support
- Teacher Fellow support in lessons and tutor time
- Read Write Inc. Fresh Start
- Read Write inc. Spelling
- Additional small group support sessions after school
- Small group communication classes for pupils with language communication difficulties

- Support from external providers, such as Brent Outreach Autism Team (BOAT), Educational Psychologist and Children and Adult Mental Health Services (CAMHS)

Where necessary, individual learning plans are created for pupils in need of the highest levels of support. These are created in consultation with parents and pupils and are tailored to individual pupils' needs.

Record Keeping and Staff Training

Up to date records for all children with SEND are kept by the Director of Inclusion and shared with parents and any other relevant professionals. All provision is recorded and monitored, and targets are regularly set and evaluated by professionals, parents, and the pupils themselves.

All staff receive regular SEND training in a wide range of areas. We tailor training according to the needs of our pupils each year. Topics include (but are not limited to):

- The SEND Code of Practice 2014
- Deaf Awareness
- Quality First Teaching

Training is currently up to date.

Further information

Information about Brent Council's strategy for pupils with SEND can be found here:

https://www.brent.gov.uk/media/2711042/SEND_Strategy_1316.pdf

The Brent Local Offer can be found here:

<https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/>

Michaela Community School's SEND information document can be found here:

<http://mcsbrent.co.uk/policies/>

Approval by Governing Body and Review Date

This policy and plan has been formally approved and adopted by the Local Governing Body at a formally convened meeting.

Signed:  _____
Chair of Governing Body

Date: 7 July 2016

Review date: July 2017

End of Statement