

ALAMEDA MIDDLE SCHOOL



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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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TABLE OF CONTENTS

1	Rational and Aims	1
2	Policy.....	1
3	Definitions.....	1
4	Identifying SEND - Ordinary Available provision (OAP)	2
5	SEN Support Provision (SSP).....	3
6	Education Healthcare Plan (EHCP)	4
7	Arrangements for Co-ordinating Provision	4
8	The SENDCo will be responsible for	4
9	The SEND Administrators will be responsible for	5
10	The Teaching Assistants will be responsible for:	6
11	Class, form and subject teachers will be responsible for	7
12	Admissions	7
13	Transition	7
14	Organisation and Delivery of Resources	8
15	Complaints re SEND	8
16	Inset	8
17	Link with External Agencies.....	8
18	Parental Involvement.....	9
19	Criteria for Success	9
20	Evaluation and Review.....	10
21	Glossary of Key Terms.....	10
	Appendix 1.....	12

1 RATIONAL AND AIMS

Welcome, from the SEND Department at Alameda Middle School. The intent of this document is to give you an overview of SEND (Special Education Needs and Disabilities) and support at our school and this document should be read alongside our SEND Information report which is available on our website.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all.

We believe in a person-centred approach to supporting pupils with SEND in all relevant members of the school community, outside agencies and parents work together to ensure all pupils with SEND have high aspirations to achieve their potential. We believe pupils and young people have a right to give and receive information, to express their opinion and to have that opinion taken into account in any matters affecting them.

This policy has been compiled in consultation with all relevant stakeholders: staff, parents and governors. We always welcome comments and feedback which can be shared with Mrs Esther Horner, SENDCo (Special Educational Needs and Disabilities Coordinator).

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2 POLICY

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities Code of Practice: 0-25 years (September 2014) and the Equalities Act (2010). This policy will be implemented by all staff of Alameda Middle School. The SENDCo, (Special Educational Needs and Disabilities Coordinator) Esther Horner will oversee the implementation of this policy and the management and strategic development of Alameda Middle School provision for SEND. The policy will be published on the school website.

3 DEFINITIONS

The 2014 Code of Practice states that a child or young person has SEND if :

“A child or 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.” (Code of Practice June 2014). We believe that all pupils are entitled to a broad and balanced curriculum to enable them to reach their full potential and to promote independent learning.

A disability as defined by the Equality Act 2010 is ‘a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

The SEND Code of Practice 2014, code covers pupils and young people from 0 – 25 years. Here are some key points from the document:

- It involves Health, Social Care and Education.
- It states that the views, wishes and feelings of the child and the child's parents/ carers are taken into account.
- The Code highlights the importance of the child and the child's parents/carers participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- The Code emphasises the need to support the child and the child's parents/ carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The Code identifies 4 Broad Areas of Need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/ Physical.

Under the Code of Practice, Behaviour is not identified as SEND, as there must be an underlying cause to the behaviour.

4 IDENTIFYING SEND - ORDINARY AVAILABLE PROVISION (OAP)

At Alameda, teachers support all pupils through Quality First Teaching (OAP), which is a high-quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all pupils. Quality first teaching includes providing a rich learning environment and carefully planned lessons which include scaffolded learning activities and adaptive teaching, which enable all pupils to participate fully. Teaching and learning are interactive and, where possible based on real life, practical experiences. Pupils have clear objectives and are supported in their learning. Individual learning styles are taken into account.

Limited progress, low attainment or behaviour -which is not in accordance with school expectations do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND. It is important to monitor high achieving pupils too, for example regarding any warning signs of SEMH (Social Emotional and Mental Health needs linked to anxiety / feeling pressure to succeed).

The SENDCo will work with other staff to investigate any potential needs and may engage the help of external agencies such as the Educational Psychologists, Jigsaw or a Speech and Language Therapists / Occupational Therapists (where pupil needs meet their thresholds) in order to identify the area of need. Information gathering should include an early discussion with the pupil and their parents/carers.

All pupils and young people benefit from Quality First Teaching which is scaffolding and personalised to meet their needs; this underpins good special educational provision. Therefore, some pupils, may have a diagnosed SEND but, if their needs are being met in class with reasonable adjustments, they will not necessarily be on the SEND register as their needs are being met by Ordinarily Available Provision (OAP).

If a child experiences difficulties despite this Ordinary Available Provision teaching, teachers or parents can speak to the SENDCo who will carry out further investigation (see Appendix.1 flow chart for further clarification).

5 SEN SUPPORT PROVISION (SSP)

If it is agreed that the pupil's needs are not being met by OAP the SENDCo will work with parents, the pupil and the appropriate professionals to reassess the pupil's needs to see if they require additional support. If additional support is deemed necessary, the pupils will be put onto the SEND register, in consultation with the parents/carers and, if appropriate, the child themselves. SEND Support Plan (SSP) will be put into place, carried out and reviewed termly– this is called the Graduated Approach or the APDR cycle (Assess, Plan, Do, Review – See below for more detailed information). This SSP sets out their needs so that all staff are aware and can ensure the correct strategies are put in place to support the child. Advice may be sought from outside agencies as part of this process.

Pupils on the SEND Register will be monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register will be made in partnership with the parent/carer at each review (termly).

Alameda Middle School will follow the “Central Bedfordshire Guidance on SEND for School Aged Pupils 5-16 years: A Graduated Response” in relation to supporting pupils with SEND. Please see the Local Offer for further information:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

In consultation with families and following information gathered in school and/or from external agencies, a pupil may move on to / be removed from the SEND Register and put on the OAP List as their needs change over time.

The Special Educational Provision in place should follow the four part APDR (Assess Plan Do Review) cycle:

- **Assess** This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations. This is done on an individual basis following analysis of each pupil's needs.
- **Plan** This is likely to involve the SENDCo and/or Keyworker TA, working with teachers and families to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.

- **Do** The SEND Code of Practice places teachers at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan, deliver and assess the impact of targeted interventions/support.
- **Review** The progress of pupils who are receiving SEND Support should be reviewed at least termly if the pupil is at Stage 2 / EHCP. For all pupils with SEND, review may involve other meetings, phone calls and conversations with families and professionals.

Alameda uses a document called SEND Support Plan which is used to summarise changes agreed in review meetings with families and/or outside agencies. This is a record of strategies used in the past and new ones to be put into place. Staff have access to these at all times and are made aware of changes via staff meetings, and SEND Updates.

6 EDUCATION HEALTHCARE PLAN (EHCP)

Most pupils receiving SEND Support will respond well to this extra input and make effective progress. However, some pupils may have more complex needs, requiring a greater level of support. Pupils with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHCP) if it is felt that their needs are not being met. A pupil will be identified through baseline and ongoing assessments by the teachers and SEND Support monitoring of interventions carried out by the SENDCo.

Where a child or young person continues to make less than expected progress in spite of SEND Support Provision and the involvement of outside agencies, the SENDCo will follow the statutory guidance on requesting an assessment for an Education, Health and Care Needs Assessment. Pupils with EHCPs under the 2014 Code of Practice will have a SEND Plan set up, and have their progress reviewed termly. This is in addition to their annual review and any interim EHCP reviews which take place.

7 ARRANGEMENTS FOR CO-ORDINATING PROVISION

The SENDCo, Esther Horner is the person responsible for facilitating and co-ordinating the day-to-day provision for pupils with SEND ehorner@alamedamiddleschool.org.uk.

8 THE SENDCO WILL BE RESPONSIBLE FOR

- Co-ordinating the identification of pupils with SEND and establishment of suitable provision.
- Liaison with Alameda Senior Leadership Team regarding all matters pertaining to SEND.
- Liaison at the point of transfer between Upper and Lower schools.
- Applying the graduated response to a pupil's level of SEND need in order to correctly ascertain their SEND level of need (eg. OAP, SSP, EHCP)
- Provision mapping (timetabling) of intervention for SEND pupils.

- Advising colleagues on strategies/materials/resources to facilitate learning for pupils needing learning support
- Ensuring that colleagues are supporting pupils as per SEND documentation (accountability and support for staff if required e.g. planning CPD)
- Maintaining close liaison with parents/carers
- Liaison with professional agencies
- Liaising with core subject teachers regarding the organisation of access arrangements for SATs
- Planning and dissemination of TA timetables to all relevant staff
- Line managing the TAs and SEND Administrator
- Arranging team meetings on a regular basis to review support and share good practice
- Delivering / arranging INSET sessions for staff (teachers and TAs)
- Reporting to Governors through the Curriculum and Standards Committee
- Ensuring that pupils with SEND and disabilities have access to a greater availability of mentoring and support
- Ensuring that (where necessary) there are individual plans / risk assessments for pupils with SEND or disabilities which focus primarily on minimising the likelihood of challenging behaviour. These plans may include the use of physical restraint / positive handling and will be included in the child's SEND Plan.
- Being a point of contact that TAs will notify if they will be absent
- Planning cover when a TA is not in school (in advance where possible)
- Planning TA cover for events such as sports days, trips and visits off site
- Monitoring TA absence for patterns / frequent absences and carrying out back to work reviews.

9 THE SEND ADMINISTRATORS WILL BE RESPONSIBLE FOR

- Ensuring SEND Plans are shared termly with families and that families have the opportunity to book a review meeting with the SENDCo
- Purchase of appropriate resource materials as guided by the SENDCo
- Preparing EHCP paperwork for review meetings and submitting completed documentation
- Collation of responses to and finalising completion of SEND screening questionnaires
- Ensure SIMS accurately reflects SEND status for relevant pupils

- Planning transition activities in conjunction with HOY5
- Arranging additional link visits to Redborne
- Completion of Evolve forms and administration required for pupils to attend SEND multi-sports competitions and other trips/visits off site
- Coordinating arrangements for visitors e.g. Educational Psychologists for example booking rooms for them to work in, times for parents to attend meetings with professionals
- Other reasonable duties as determined by the SENDCo in response to demand within the school
- Preparing the SEND pupil voice / parent/carer voice questionnaires and collation / presentation of results (annually)
- Ensuring that SEND Profiles for Stage 0/1 pupils are updated e.g. confirmation of diagnosis, following agreement to amend provision after a review meeting
- Attending SEND meetings to take notes and distribute these accordingly when requested by the SENDCo
- Other reasonable duties as determined by the SENDCo in response to demand within the school

10 THE TEACHING ASSISTANTS WILL BE RESPONSIBLE FOR:

- Regular liaison with the SENDCo regarding SEND pupils
- Reading weekly updates and attending meetings scheduled in directed time.
- Working with pupils at stage SEND Support and EHCP in accordance with their needs as detailed in SEND Plans/Profiles
- Running small group sessions and 1:1 interventions as guided by the SENDCo
- Liaison with teaching staff to plan and deliver scaffolding and resources
- Attend INSET sessions regarding provision and strategies for SEND pupils
- Taking decisions about when to 'step in' and when to 'step back' in order to promote independent learning
- Monitoring pupil welfare and intervening to de-escalate situations / reduce risk of dysregulated behaviours.
- Complete daily learning logs and return to the SENDCo for monitoring
- Carry out assessments as guided by the SENDCo
- Building positive relationships with identified pupils in order to act as a main point of contact if the pupil is experiencing a crisis

- Attending review meetings for those receiving SEND Support Provision/ with EHCPs as directed by the SENDCo.
- Other reasonable duties as determined by the SENDCo in response to demand within the school

11 CLASS, FORM AND SUBJECT TEACHERS WILL BE RESPONSIBLE FOR

- Quality First Teaching including adaptive classroom practices as recommended by the EEF:

<https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send>

- Utilising information from SEND Plans / Profiles to inform adaptive teaching practices.
- Ensuring that all classroom / form tutor / subject based SEND provision is in place and provide feedback on effectiveness to SENDCo.
- Gathering information about a pupil for whom there is a concern and contributing to initial assessments of the pupil's educational needs e.g. completion on SEND questionnaires in a timely manner.
- Responding to requests for information e.g. round robins in a timely manner with appropriate level of detail
- Liaise with the SENDCo prior to contacting families of SEND pupils where the matter / concern directly relates to an SEND need.
- Monitoring and reviewing pupil progress

The SENDCo will monitor all the above responsibilities.

12 ADMISSIONS

Alameda Middle School's Admissions policy will apply. Pupils with Special Educational Needs but without EHCPs will be treated as fairly as all other applicants for admission. For pupils with EHCPs, the SENDCo will respond to requests for placement at Alameda in accordance with instruction from Central Bedfordshire SEND Team depending on individual circumstances. Modifications to the building to accommodate those with physical disabilities include: wheelchair access via ramps, some widened doors and toilet facilities.

13 TRANSITION

Alameda Middle School will work closely to ensure smooth transition at both transfer points to make sure that there is clear communication about SEND.

14 ORGANISATION AND DELIVERY OF RESOURCES

Resources are allocated to, and amongst, SEND pupils by:

- EHCP top up funding
- 5% of Formula budget
- Pupil Premium where appropriate
- Department allocation

15 COMPLAINTS RE SEND

Depending on their nature, these will be dealt with in the first instance by the Class Teacher. If the complainant is not satisfied with the response, they should then contact the Year Leader or SENDCo. However, the SENDCo would wish to be informed and all complaints will be dealt with as soon as is practically possible.

If the matter is not resolved then it will be referred to the Headteacher and if necessary, the Governing Body.

Parents are encouraged to contact the CBC SEND Parent and Young Person Partnership Service or SENDIASS for support and advice. The school also has a formal complaints procedures, details of which can be found on the Alameda website.

16 INSET

The SENDCo will update teaching staff and TAs by regularly attending INSET and disseminating information.

Individual TA needs are identified through the appraisal process carried out by the SENDCo.

Courses / training opportunities will be identified to address specific areas of need and staff will be kept up to date on current legislation.

17 LINK WITH EXTERNAL AGENCIES

The SENDCo will seek advice from the following outside agencies (list not exhaustive). Teachers and TAs may be required to assist with completing referral forms:

- Educational Psychology Team
- Access and Inclusion Team

- Assessment and Monitoring Team
- Childrens services
- Occupational Therapy
- Sensory Impairment Team
- Visual Impairment Team
- Hearing Impairment Team
- ASD outreach Team
- Speech and Language Therapy
- Jigsaw / Umbrella
- Chums / CAMHS

18 PARENTAL INVOLVEMENT

School is often the first point of contact for parents who have concerns about their child's progress and/or behaviour. As stated in the SEND Code of Practice, parents should be fully involved in the decision-making process, understand the purpose of any intervention or programme of action and be informed of the Parent and Young Person Partnership Service when individual needs are identified.

- Liaison between school and parents will be established
- Contact will be established by telephone and/or electronic communication and may entail further email / telephone / face to face communication
- Records will be kept of details of all parental contact e.g. SIMS communication log / meeting notes
- Parents are encouraged to contact Alameda with their concerns at any time.

19 CRITERIA FOR SUCCESS

The effective implementation of the policy will be demonstrated by:

- SEND Register and OAP list regularly updated.
- Positive parental involvement
- Communication between SENDCo and teaching and support staff which leads to positive outcomes for SEND pupils
- Progress commensurate with individual abilities

- Early identification and assessment of pupils with SEND
- Accurate record keeping for all pupils with SEND
- Termly SEND Report to the Governing Body
- Creating a school atmosphere in which individual differences are recognised and valued

These targets will be considered in order to measure the success of the policy.

20 EVALUATION AND REVIEW

The effectiveness of SEND support at Alameda Middles School will be monitored throughout the school year as part of the Monitoring and Evaluation process. The policy will be reviewed on an annual basis by the SENDCo in conjunction with the Governors' Curriculum and Standards Committee.

Every year Alameda Middle School will publish on its website a SEND Information Report in response to section 6.74 of the Code of Practice (Clause 65).

21 GLOSSARY OF KEY TERMS

ACB = Academy of Central Bedfordshire

OAP = Ordinarily Available Provision

APDR tracker = Assess, Plan, Do, Review tracker

CAMHS = Child and Adolescent Mental Health Services

EHCP = Education, Health and Care Plan (previously known as a "Statement")

HLTA = Higher Level Teaching Assistant

SSPP = SEND Support Provision Plan

INSET = In Service Education and Training

QFT = Quality First Teaching

SEMH = Social, Emotional and Mental Health Difficulties

SEND = Special Educational Needs and Disabilities

SENDCo = Special Educational Needs and Disabilities Coordinator

TA = Teaching Assistant

ASD/ASC = Autistic Spectrum Disorder/ Autistic Spectrum Condition

ADHD = Attention Deficit Hyperactivity Disorder

SpLD = Specific Learning Difficulty (ie Dyslexia, Dyscalculia, Dyspraxia)

SEMHD = Social Emotional and Mental Health Difficulties.

APPENDIX 1

