



Magdalen Court School

Special Educational Needs and Disabilities and Learning Policy

This Policy was adopted by the Trustees in May 2020

To be reviewed May 2021

Summary of policy:

This policy outlines how Magdalen Court School will work to ensure that all learners with SEND are provided with the best possible education to enable them to succeed and thrive at school.



Legislation and regulation

This policy is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015¹
- The Equality Act 2010²
- The Children and Families Act 2014, Part 3³
- The Special Educational Needs and Disability Regulations 2014⁴.

Definitions within this policy

Definition of SEND (Special Educational Needs and Disabilities):

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for her or him.

A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have 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.

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 and young people of the same age by mainstream schools and early years' settings.

¹ [SEND Code of Practice 2015](#)

² [Equality Act 2010](#)

³ [Children and Families Act part 3, 2014](#)

⁴ [Special Educational Needs and Disability Regulations 2014](#)



Definition of Inclusion

Inclusive education takes account of the needs of individuals and makes them feel valued, secure and have a sense of belonging. An inclusive school works actively to promote this process and reduce exclusive practices. Staff members reduce barriers to learning and participation to ensure that all learners can strive for and attain their highest levels of achievement.

Introduction

Our school is an inclusive school where every child matters: we aim to address pupils needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our ethos runs through the very heart of the school.

The cohort at Magdalen Court School is unique and diverse with very individual and varied needs. The dynamics and distinctiveness of these pupils as a cohort at the school enables each and everyone to thrive with positive role models for those whose needs are complex and multi faceted, enabling a totally inclusive school. The Magdalen Court School SEND information report details the range of special educational needs and the provision in place.

At Magdalen Court School, we value every individual pupil. We give all our pupils every opportunity to achieve the highest standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that Magdalen Court School promotes the individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background, and that they have a common curriculum experience.

Magdalen Court School believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all.

In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children.

Magdalen Court School will designate a qualified teacher to be responsible for coordinating SEND provision for Teaching and Learning, Assessment and Provision (the designated SENCo/SENDCo) who will have completed the National Award in



Special Educational Needs Coordination within three years of the position alongside the Head of Placements who will lead on the SEND Code of Practice in relation to the Annual review process and EHCP, liaising with the Key Stakeholders to include Parent Partnership working.

Magdalen Court School will prepare a SEND Information Report in accordance with paragraphs 6.79 onwards of the SEND Code of Practice.

Magdalen Court School will ensure that all teachers accept that SEND is their responsibility and in particular that class and subject teachers take full responsibility for the progress of the children and young people with SEND whom they teach.

We will ensure that the quality of teaching, and learning opportunities for pupils with SEND, and the progress made by those pupils are a core part of performance management arrangements and are held as a high priority within their setting.

Magdalen Court School employ a variety of assessment and screening tools to assess child or young person's skills and attainment to identify and build on information received from previous settings in consultation with their parents and carers.

The school will ensure that children and young people with SEND engage in all activities alongside those who do not have SEND unless a particular provision or arrangement is agreed with the parents or carers, and the child or young person.

Class and subject teachers, supported by the SENCo and Senior Leadership Team, will make regular assessments of the progress for all pupils and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment.

Magdalen Court School will inform parents and carers when they are making special provision for their child and shall then work in partnership with them to establish support needed and specialist input, to secure best outcomes, taking full account of their views and wishes.

For all children and young people on 'SEND Support', the school will make arrangements for an appropriate member of staff, with input from the SENCo as appropriate, to meet with the parents or carers at least three times a year to review progress and support.

Magdalen Court School will ensure that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice, see Appendix 1) is in place for all young people on SEND Support.



After consultation with the parent or carer and the child or young person, the school will request the local authority to undertake an Education, Health, Care needs assessment for any child or young person for whom we believe this is necessary.

Magdalen Court School will do everything they can to meet the needs of young people with SEND including delivering the elements of an EHCP (Education, Health and Care plan).

The school will work with the local authority in a timely manner to undertake annual reviews of EHCPs, so that they are conducted within the statutory timeframes and so that they take into account the views of the child or young person and those of the parent or carer.

Magdalen Court School offers places for pupils from 4 to 19 years old and its Special Educational Needs and Inclusion Policy incorporates the organisation of the whole school.

Much of the content of a SEN and Inclusion Policy is outlined in other policies that the school has developed. Please see list below:

- ❑ The ethos of the school - Vision, Values and Aims
- ❑ Curriculum Planning - School Curriculum Statement
- ❑ Planning, Assessment, Recording and Reporting Policy
- ❑ Relational Approach – Practice and Policy
- ❑ Accessibility Plan
- ❑ Equal Opportunities Policy
- ❑ Health and Safety Policy (including Risk Assessments)
- ❑ Home-School Agreement
- ❑ Quality Assurance Policy
- ❑ Relationships and Sex Education Policy

Whilst the school is going through the process of a material change to Specialist status the school will designate a qualified teacher to be responsible for coordinating SEND provision (the designated SENCo/SENDCo) who will have completed the National Award in Special Educational Needs Coordination within three years of taking up the position.



Aims

In particular, we aim to:

- enable every pupil to experience success at a level that is appropriate to each individual
- promote confidence and a positive attitude to all aspects of school life
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- ensure equal opportunities for all pupils with SEND to enable them to access all aspects of the school's provision as appropriate to the individual
- identify, assess, record, and regularly review pupils' progress and needs
- involve pupils in reviewing their experiences and learning
- involve parents/carers in planning and supporting at all stages of their child's development and encourage them to actively take part in their child's learning
- work collaboratively with parents, other professionals and support services in order to develop pupils' learning and progress
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Roles and Responsibilities

The Head teacher has an overall view of provision and ensures the adequacy of staff support. The Senior Leadership Team (SLT) keeps the trustees informed of SEND issues.

The Trustees have regard to the requirements of the SEND Code of Practice, set up appropriate funding and staff arrangements and regularly monitor the SEND provision.

The SLT organises class groups ongoing throughout the year and proactively for Year 7 consultations, any new students transitioning in , ensuring that arrangements meet the needs of all pupils. They also have responsibility for monitoring the quality of teaching and learning across the school and lead the Annual Review of EHCP meetings and Interim Reviews as required.

Leaders have a clear rationale and Intent for their curriculum 'Learning through Doing '. This provides a range of practical and creative activities for pupils to re-engage with learning and promote or, wonder and excitement. Consequently, pupils' achievement and their enthusiasm for subjects is highly successful and ensure a that pupils learn independence and take responsibility for their learning. For some, this is the key to getting them back into education in a meaningful and productive way.



Key Stage and Subject Leaders plan a broad, balanced and relevant curriculum and due to the range of enrichment activities in addition to the core subject's can ensure a bespoke and engagement approach to learning dependent on the individual pupils strengths and starting points.

In consultation with the SENCo; Class teachers assess pupil needs, set individual objectives and monitor progress. They are responsible for timetabling, delivering an appropriate differentiated curriculum, leading their class Teaching Assistants (TAs) and liaising with additional professional staff and parents.

Class TAs support the teachers to educate and care for the pupils.

Other professionals, such as the School Nurse, Physiotherapist, Occupational Therapist,

Speech and Language Therapist, provide regular input. Support is also provided by the LA's commissioned partner, Babcock, who offer advice on disabilities such as autism, C&I, SEMH, and physical disabilities. Also we commission training for PIP and PACE. The school are in consultation with key members to assist in the move from a behaviourist approach to relational practice.

The School Administration team and SEN support assistant carry out the detailed administrative duties related to EHCPs, Annual Reviews and the Statutory Assessment process.

The SENCo works across the school supporting children with SEND needs, importantly as a key member part the SLT team. The SLT ensures that all the procedures identified in the SEND Code of Practice are followed and maintains an overview of how the special needs of every pupil in the School are being met.

Evaluating the success of the students with EHCP and SEN

The successful implementation of the whole of this policy can be taken into account at the time of each child's Annual Review meeting. For the policy to be successful:

- children should be making progress and their needs being met
- parents and staff should be aware of each child's needs and the provision that the school is putting in place to meet EHCP outcomes
- school reports are clear and concise and show how each pupil is meeting their targets, as well as highlighting areas of concerns
- staff fulfil their roles and responsibilities
- parents feel they are involved in their child's education.

The success of these policies and the SEND provision is evaluated through:

- the monitoring of classroom practice
- Annual Review reports
- data analysis – (Assessment Tracking)
- the School Self-Evaluation



- the School Development Plan feedback from parents, staff and pupils – Trustee’s monitoring.

Please also refer to Appendix 1.

Appendix 1

The Graduated Approach

Magdalen Court School will adopt a graduated approach or response in order to outline, audit and develop provision available within our setting.

Universal Provision : Teaching pupils with differing needs requires a whole school approach and teachers will plan, teach, assess and evaluate in ways that will meet the range of abilities, aptitudes and interests of the pupils. A whole school sanctions and rewards system that provides structure, boundaries and opportunities for success is an example of a whole school provision that is carefully designed to support the range of pupils within a school. Wave 1 provision may also be in the form of training such as sessions on supporting children and young people with a diagnosis of ADHD (Attention Deficit and Hyperactivity Disorder.)

Targeted provision : Targeted support within class from a learning support assistant, slightly adapted timetables (for example being allowed to leave a lesson 5 minutes early in order to have more time to get changed) or small group teaching and intervention are examples of Wave 2 provision. A student on SEND support whose needs have been identified will often have a pupil profile sheet or support plan document that outlines some of the Wave 2 provision that is in place to enable them to access learning and achieve success.

Specialist Provision : Despite receiving Wave 2 support and provision, a student might still struggle to make progress and access learning. Specialist support, guidance, training and one to one provision may then be applied for or put in place. This is known as Wave 3 provision.

SEND Support and Assess Plan Do Review

The Code of Practice 2015 outlines the ‘Assess, Plan, Do, Review’ cycle. The SENCo and other appropriate teachers within the academy will use a range of assessment tools, which can include summative assessments (conventional tests), screenings such as a dyslexia portfolio screening, pupil and parent voice, observations and LSA input, to decide on the level of support a child or young person might need **['Assess']**.

Appropriate provision is then planned (for example a phonics intervention or additional 1:1 support at key transition points of the day) **['Plan']**.

This support plan is then delivered over a set period of time **['Do']**, with a review date at the end of a delivery cycle (for example after an 8-week period) **['Review']**.

At the Review meeting, there will be reassessment information to inform those supporting the child or young person regarding whether the support plan is effective. Provision will either be continued, changed or increased provision map



depending on progress made. Additional assessment may also be sought such as input from a specialist assessor or a specialist advisory team.

If a pupil is unable to make progress or access learning, despite being supported via SEND Support, then it might be appropriate for a request for an EHC assessment to be submitted to the local authority.

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