



Emmanuel Middle School

SEND Policy

At Emmanuel we are inspired to go beyond our own limits

Our Vision at Emmanuel Middle is based on the Biblical text behind our core value of Excellence: Colossians (chapter 3 verse 22 The Message), says '...don't just do the minimum that will get you by. Do your best.' Our vision is for pupils to strive for their best academically, morally and spiritually; in fact we inspire staff and pupils to look beyond themselves because so often our notion of what is 'our best' is limited by social, cultural and personal factors. This is all the more so for pupils with SEN who can so easily limit their ambition because of their SEN- we want them to think differently!

COMPLIANCE

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 to 25 (January 2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE May 2014);
- SEND Code of Practice 0 to 25 (January 2015);
- Schools' SEN information Report Regulations (2014).

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher, Mr Rob Christopher, has overall responsibility for SEN and disability in Emmanuel Middle School.

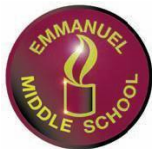
The designated teacher responsible for coordinating SEND provision for young people is Mrs Helen Prestage, who can be contacted by calling the school office or via e-mail at office@emmanuelmiddle.org

The person coordinating the day to day pastoral provision and overseeing its coordination is Mrs Elaine Robertson who is the Head of Welfare and Personal Development.

The Governor with oversight of the arrangements for inclusion, special educational needs and disabilities is Mrs Fiona Fergie. Mrs Fergie can be contacted through the school office.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

In this policy, "special educational needs" refers to a learning difficulty or disability that requires special educational provision to be made for a child.



The SEN Code of Practice (DfES 2015) states that young people have a learning disability if They:

- a) have a significantly greater difficulty in learning than the majority of young people who are the same age or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for young people of the same age in a mainstream school
- c) are under compulsory school age and fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.

Children and young people should not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught in school. Children and young people should not be regarded as having a learning difficulty simply because they have not made the expected progress in learning.

Definition of Special Educational Provision - Educational provision which is additional to, or otherwise different from, the educational provision generally made for young people of the same age who attend schools and settings maintained by the Local Authority (other than special schools) in the same area.

There are four main areas of SEND:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs



AIMS AND OBJECTIVES OF THE SEND POLICY

All the staff employed at Emmanuel Middle School are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs, abilities and learning differences. The school has high aspirations for all young people, including those identified as having SEND.

We strive to ensure that all students achieve their best, that they become confident individuals living fulfilling and rewarding lives and that they make a successful transition into adulthood.

AIMS

- At Emmanuel Middle School we believe all pupils should make the best possible progress. Where there are barriers to learning we aim to remove them through a variety of strategies and interventions.
- We seek to create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all pupils can thrive.



- ## OBJECTIVES

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The Governing Body will exercise their duty and have regard to the Children and Families act 2014 and the Equality Act 2010. This will include ensuring that Emmanuel Middle School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

Excellence

Endeavour

Enjoyment



The person coordinating the day to day pastoral provision and overseeing its coordination is Mrs Elaine Robertson who is the Head of Welfare and Personal Development.

Mr Christopher is also the Designated Safeguarding Leader in the school. Mrs Robertson and Mr Timmins are the Deputy Safeguarding Leads.

All teachers are teachers of pupils with SEND and are aware of their responsibilities towards pupils with SEND, in line with the SEND Code of Practice, 2015.

Teaching Assistants (TAs) work to support pupils with SEND and their overall line management is the responsibility of the SENCO.

Pupils with an Education, Health and Care Plan (EHCP) will have an allocation of funding, which is used under the guidance of the SENCO, Senior Leadership Team and class/subject teacher. Support may be provided both on an individual basis and/or part of a small group, following local authority guidance.

ADMISSION ARRANGEMENTS

Emmanuel Middle School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all young people, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

In addition to this Emmanuel Middle School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the school liaises with health services and parents / carers to ensure that appropriate arrangements are made to meet these individual needs.

More information can be found in the Local Offer information held on the Local Authority's website ([Dorset Local Offer](#))

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES

Emmanuel Middle School has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. The school is mindful of the duties under the Equality Act 2010 to provide aids and services where appropriate. The school complies with the requirement to support young people with disability as defined by the Act.

Emmanuel Middle School has a range of specialist facilities and resources in place such as:

- Specialist teachers who effectively differentiate to support pupils with varying needs.
- TAs allocated to teaching groups across the curriculum.
- Deployment of TAs in line with pupil need. Increased access to the curriculum and appropriate assistance during examinations.
- The 'Reef' designated lunchtime provision for pupil support and nurture.
- Emotional Literacy Support Assistants (ELSA) who work across the year groups.



- Pastoral Support Workers who work across the year groups.
- Social and Emotional support groups.
- Specialist resources to aid SEN pupil learning, such as visual timetables, assistive technology, wobble stools, safe spaces, emotional support interactive games, sensory aids, etc.



SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Emmanuel Middle School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions (DfE 4/14) and will comply with the duties specified under the Equalities Act 2010. The school recognises that provisions relating to disability must be treated favourably and that Emmanuel is expected to make reasonable adjustments in order to accommodate young people who are disabled or who have medical conditions.

SEN INFORMATION AND THE LOCAL OFFER

The school website holds information about SEND and specific information about how young people with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish a Special Educational Needs Information Report. This information is kept under review and updated regularly.

The school publishes further information about arrangements for identifying, assessing and making provision for young people with SEND on the local Authority's website.

This can be found at: ([Dorset Local Offer](#)) using the search engine to find Emmanuel Middle School or other Dorset schools.

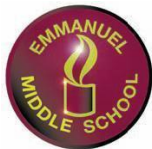


IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Emmanuel Middle School we monitor the progress of all students to identify those at risk of underachievement. Teachers use the school's tracking systems and comparative national data to monitor the rate of students' progress, as well as the analysis of regular pupil reviews. Adjustment is made to the curriculum to ensure clear 'ways in for SEND pupils' using scaffolded provision to promote learning.

Staff use a wide range of tools to determine special educational needs including:

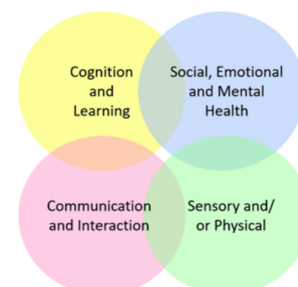
- Standardised tests;
- Information from parents/carers;



- Feedback from external professional agencies: GP, Educational Psychologists,
- Professional discussions;
- Regular Pupil Reviews
- Medical information.

The SEND Code of Practice: 0 to 25 (January 2015) identifies special educational needs under four broad areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health difficulties;
- Sensory and/or physical needs.



Students may have needs in more than one category; the school aims to ensure that personal learning requirements are met. The purpose of identification is to assess the action the school should take, not to label a young person.

Learning needs are managed either by using SEN support or by having an Education, Health & Care Plan (EHCP). The majority of young people with special educational needs or disability will have their individual needs met at School Support level through structured, scaffolded and coordinated provision provided by the SENDCo, Pastoral Lead, Year Leaders, Tutors and Subject Teachers.

The school recognises that pupil progress may be affected by other factors which are not classed as SEND, for example:

- Attendance and punctuality;
- Health and welfare;
- English as an additional language;
- Being in receipt of Pupil Premium;
- A Child in Care
- Children from Service families;
- Behaviour, where there is no underlying SEN.

STAFF RESPONSIBILITIES

All teachers are responsible and accountable for the development and progress of all the students they teach, including where students access support from Teaching Assistants or specialist staff. Emmanuel Middle School recognise that high quality first teaching, scaffolded for individual students, is the first step in responding to young people who may have SEND, alongside a tailored curriculum offer. Additional intervention and support does not compensate for a lack of quality teaching.

If a young person is identified as having special educational needs, the school will seek to remove barriers to learning and will put effective special educational provision in place to meet the young



person's needs. This support will take the form of a four-part cycle of assess, plan, do and review. This process helps staff to develop a deeper understanding of the student's needs and of what supports the student in making progress and securing good outcomes. This process is known as the graduated approach. The school may request support from other agencies when determining how best to support the student.

WORKING WITH OTHER COLLEAGUES AND AGENCIES

Regular meetings take place between the SENDCos of the schools in the Initio Learning Trust and with SENDCos from feeder schools. The SENDCo also attends termly Academy Trust / Local Authority Inclusion Briefings.

Emmanuel Middle School makes full use of experts in a number of fields when supporting the needs of its students. Effective liaison takes place between the school and the following individuals or support agencies:

- Educational Psychologist Service;
- Specialist Teacher Service;
- School Health Service;
- Local Medical Services;
- Family Help;
- Social Care;
- Hearing and Visually Impaired Support Service;
- Speech and Language Service;
- Poole Hospital Children's Therapy Service;
- CAMHS teams.

Parents/carers are consulted before the involvement of any outside agency and are kept fully informed about the advice provided by all agencies.

EVALUATING THE SUCCESS OF PROVISION

In order to make consistent and continuous progress in relation to the provision for young people with SEND, the school encourages feedback from staff, parents and students throughout the year.

This policy will be kept under regular review. The Governors will be able to gauge the success of the policy by gathering evidence such as:

- Staff awareness of individual student need;
- Evidence of early identification of individual needs;
- Academic progress of students with SEND
- Involvement of students with SEND in extracurricular activities and residential trips;
- The number of students making literacy and numeracy progress;
- Pupil attendance;
- Number of exclusions;





- Consultations with parents/carers;
- Students' awareness of their own achievements.

TRANSITION ARRANGEMENTS

Emmanuel Middle School is committed to ensuring that parents/carers have confidence in the school's arrangements for children on entry to the school, in year to year transitions and at the point of exit and transition to their next school. Staff aim to have detailed discussions about all children's individual needs before the child transfers to Emmanuel Middle School. Similarly, the SENDCo and other key staff, meet with the SENDCo's of the local upper schools to ensure that pupils' needs are not overlooked.

The SENDCo and Heads of Year are involved in regular exchange of information including:

- advanced planning for pupils in Year 4.
- advance visits for pupils in both Year 4 and Year 8.
- opportunities to participate in induction activities in their new schools in addition to the normal offer.
- liaison, correspondence and meetings with SENDCos.
- meeting with pupils.
- meeting with parents.
- attendance at annual review meetings for EHCPs.

STORING AND MANAGING INFORMATION

Storing and Managing Information All data including data stored electronically is subject to data protection law. All paper records will be held in line with the school's protocol on security of information.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. Any grievance or complaint should be addressed in the following order:

- Informal or formal communication with the tutor teacher or subject specific teacher.
- Arranged meeting with the tutor teacher or subject specific teacher and the SENDCo.
- Arranged meeting with the Headteacher.
- Arranged meeting with the Academy Committee Member with responsibility for SEND.
- The school will provide the parents with a contact name so that they might take the matter further if necessary.

However, if a parent/carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made to speak to and explain the issues to the SENDCo, the Leader for Pupil Wellbeing or the Head of School.



Document Detail

Document Title:	SEND Policy
Next Review Date:	September 2027
Approving body:	Academy Committee
Date Approved:	
Chairman's signature	
Target Audience:	All Employees

Document History

Date of issue:	Date of next review:	Person responsible:	Nature of change:
March 2018	March 2020	A. Ponchaud	Review and update of key information
October 2020	October 2022	H. Prestage	Review and update of key information
May 2022		H. Prestage	Update of key links and contact details
July 2022	October 2024	H. Prestage	Review and update of key information
July 2023	October 2025	H. Prestage	Review and update of key information
September 2024	September 2026	H. Prestage	Review and update of key staff.
September 2025	September 2026	H. Prestage	Review and update of key staff.
September 2026	September 2027	H. Prestage	Review and update of key staff.