



Policy Approved:	Pending approval by the LGC
Next Review:	September 2024
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1. Aims

At The Magna Carta School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. The school aims to provide a safe, happy, and caring environment for learning.

The School is pleased to admit any child to the school, providing that the school does not exceed its capacity in any year group and that the presence of the child does not compromise the learning of others. The school does not discriminate against students who have SEN but are not statemented or do not have an EHCP.

Within the constraints determined by the physical characteristics of the site, the school admits children with physical disability, including visual or hearing impairment. The school takes reasonable steps to improve access for the disabled but the school buildings consist of a number of blocks, separated by open areas, with some uneven surfaces and most blocks are two storeys or more, with numerous staircases and no lifts.

Our Aims are:

- To recognise the unique value and individuality of every student with SEND and raise their aspirations and outcomes.
- To provide a caring and motivating learning environment which meets the needs and fosters the development of the whole child with SEND:
- To identify and meet the needs of children with SEND, breaking down barriers and enabling them to access the curriculum, learn effectively and fulfil their potential
- To encourage independence and self-esteem in students with SEND, enabling them to recognise and value their own achievements and be fully involved in their own learning
- To educate students with SEND, wherever possible, alongside their peers, within the normal curriculum, in their chronological age group
- To enable students with SEND to play a full part in all aspects of school life, preparing them to take their place in the wider community

To achieve these aims we will:

- Work within the guidance provide in the SEND Code of Practice 2014
- Focus on the outcomes for children and young people and not just hours of provision/support.
- Work in partnership with parents and students taking into consideration their views and engaging their active support.
- All teachers are teachers of SEN and all staff members are expected to make additional and different provision for students with SEND, modelling positive, inclusive attitudes to SEND.
- Provide support and advice for all staff working with students with SEND.
- Ensure all governors, especially SEND governors, are up-to-date and knowledgeable about the School's SEND provision.

- Ensure SEND is an integral part of the School's Development Plan.
- Ensure the quality of SEND provision is continually monitored.
- Promote effective partnership and involve outside agencies when appropriate.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Screening and identification of SEN

The initial identification of a student's SEN and/or disability may have taken place prior to their arrival at The Magna Carta School. In this instance the school seeks to maintain the principle of continuity and progression for the child.

New admissions to the school are identified as having SEN and/or disabilities by an examination of records from previous schools, information from parents, information from subject teachers and referrals to the school's SENCO. Children have a range of assessments to establish reading ages and to identify possible needs. Results from these tests are analysed in detail by the SENCO and appropriate action taken to communicate SEN to all staff, parents and if necessary, external agencies.

The majority of students with SEN and/or disabilities at The Magna Carta School will not require multiprofessional assessment. Their needs will be addressed by appropriate curriculum intervention and will be met from within the school's own resources.

A very small proportion of students with difficulties will require provision through an Educational Health Care Plan (EHCP). The EHCP, which is the result of a multi-professional assessment, describes the child's

special needs and sets out the provision required to address those needs. The local authority, Head of School and local governing council share the responsibility for ensuring that the requirements of EHCPs are implemented, including the allocation of additional resources as appropriate.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

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

5. Curriculum entitlement

At The Magna Carta School all teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching associates. High quality teaching, adapted for individual students, is the first step in responding to students who have SEN. "Quality first" teaching is a priority of the school. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENDCO to ensure that students are only identified as SEN if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching.

6. Provision for identified SEN

Moderate learning difficulties are provided for by appropriate intervention within the classroom by subject and support teachers and by withdrawal sessions on an individual or small group basis.

Students with specific learning difficulties have the above provision but the expertise of a specialist teacher may also be called upon.

Emotional and behaviour difficulties are sensitively handled by subject teachers with the support of the year team leader, student support advisors, form tutors and support staff if necessary, with guidance from professionals.

Physical and medical special needs are provided for, as required, in close consultation with the school's student services (welfare assistant and school attendance officer).

Speech therapy, occupational therapy and physiotherapy can be organised through the specialist services of the family GP. Professionals come into school and a staff member from the SEND team attends the session and supports the students with in school programmes.

The school will also work in liaison with SEND Advice Surrey and Mindworks Surrey services when considering whether to refer a child for additional assessments. Parents are consulted throughout.

7. Roles and responsibilities

7.1 The SEND governor

The SEND governor is Luke Batting and he will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head of School and SENDCO to determine the strategic development of the SEN policy and provision in the school

7.2 The Head of School

The Head of School will:

- Work with the SENDCO, SLT Link and SEN governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

7.3 The Senior Leadership Team

The deputy head of school and/or assistant head of school will:

- Work with the Head of School, SEN governor and SENDCO to determine the strategic development of the SEN policy and provision in the school
- Liaise with the SENDCO, including line management meetings

7.4 The Special educational needs and disability co-ordinator (SENDCO)

Our SENDCO's are Miss White and Mrs Kuttan

They will:

- Work with the Head of School and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Review the results of all baseline screening (standardised assessments) of all year 7 students to allow for early identification and appropriate support for students with SEN
- Assessing SEN referrals from teachers and taking appropriate action
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Review the progress students make towards the targets on their pupil passport
- Be the point of contact for external agencies, especially the local authority (LA) and its support

services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Hold annual reviews for students with an EHCP.
- Ensure the school keeps the records of all students with SEN up to date

7.5 Curriculum Team Leaders

Each curriculum team leader is responsible for:

- The assessment of subject requirements, resources and teaching methods that are needed in order to provide their subject course for the full ability range of students, including those with SEND
- Being the main link between the SENDCO and subject staff
- All students who require additional education provision that is different from the majority
- Identifying and flagging students who require review by the SEND team for either SEND provision or exam access arrangements.

7.6 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Assisting in the procedures for identifying students with SEND
- Completing a referral form in liaison with the curriculum leader, year team leader and parent and passing onto the SENDCO
- Ensuring all students have access to the curriculum through reasonable adjustment and adaptive teaching.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

7.7 Teaching Assistants

Each teaching assistant is responsible for:

- Supporting particular students under the direction and guidance of the subject teacher and SENDCO

7.8 Alternative Provision lead

The assistant head of school in charge of alternative provision will:

- Support students with personalised timetables and all alternative curriculum, where appropriate.

7.9 Surrey Education Authority

The local authority is responsible for:

- Working in partnership with the Magna Carta School to support all students who have and Education, Health and Care Plan (EHCP)

7.10 Support and ancillary services

SEND Advice Surrey and Mindworks Surrey services will:

- Be directly involved when the school's SENDCO has identified a continuing need that requires further assessment.

7.11 Parents

Parents have a vital role and responsibility for fostering a positive approach to learning which includes good behaviour and, with parental encouragement and support, children will participate fully and positively in their school life.

Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. All parents are welcome to contact the SENDCO if they have any concerns or questions about SEND provision.

Parents will:

- Work closely with the school as soon as a SEND need has been identified
- Be fully involved in their child's educational provision and submit any evidence they consider relevant
- Keep in regular contact with their child's subject teachers, form tutor, student support advisor and year team leader regarding their child's progress
- Share their views and opinions to be included in their child's student passport as recommended by the SEND Code of Practice

7.12 Students

Students, if they are able to, will:

- Share their views on their SEN and the ways in which they could be met
- Fully engage in the agreed support provided by the school

8. The Learning Support Centre

The Magna Carta School has a designated classroom facility known as the Learning Support Centre for students with SEN. This is a dedicated space where SEN students with specific learning difficulties may receive additional intervention sessions on an individual or group basis. It has also been developed as a "safe haven" for individuals who need this facility temporarily to deal with emotional or behavioural issues.

9. Monitoring arrangements

Monitoring is systematically carried out by the SENDCO in conjunction with the SEND team, year team leaders, curriculum team leaders, student support advisors and personal tutors. Evidence of students' progress is available on the sims.net assessment module or on Edulink. For students who have an EHCP, the annual review is used to monitor the progress of an individual child. This includes setting the objectives and priorities for the coming year. Where a school placement is causing concern, a full review may be called to suggest appropriate intervention. This policy should be read in conjunction with all school policies especially our Behaviour policy.

This policy and information report will be reviewed by the Head of School and SLT Link **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Council.