

SEND Policy & Information Report

Myton School



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Statement of Intent

At Myton, our vision is to equip students for lifelong success. We do this through our core principles of:

- Removing barriers
- Investing in futures
- Working together
- Developing self-assured learners

We guide students to CARE, so all students can achieve lifelong success by being:

- Community Minded: always thinking of others
- Aspirational: having high standards for themselves, their futures, and for those around them
- Respectful: of themselves, their peers and their community
- Engaged: in their learning and the world around them

Aims and Objective of the SEND Policy

Myton School sensitively considers all SEND requirements and provisions contained in the SEND Code of Practice (2014) and remains aware of wider SEND practices within local and national policies relating to SEND.

- The needs of all students with SEND are met through a positive culture, good management, and appropriate deployment of resources.
- All students with SEND are enabled to reach their full potential, considering targets based on prior attainment and teacher assessment.
- Every student is enabled to fully integrate within the school environment and has equal access to resources and opportunities.
- Every student is enabled to enjoy their time in school, encouraged to participate alongside their peers and where there may be a vulnerability, is always kept safe.
- Any SEND is identified as early as possible to put in place appropriate interventions and resources for identified students.

Myton School works in partnership with parents, students, external educational professionals where relevant, and wider agencies, including funding streams to secure positive outcomes for our students.

Definition of Special Education Needs and Disabilities (SEND)

“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 them.” Code of Practice (2014).

Disability is defined by The Equality Act 2010 as:

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“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

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

- have a significantly greater difficulty in learning than most others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill).

There are four areas of need set out in the Code of Practice (2014). These are:

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

Definition Roles and Responsibilities

The SENDCo at Myton School is Ms. Shabana Akram, who has completed ‘The National Award for Special Educational Needs and Disabilities Coordination’.

Name/Role	Contact Details
Mr. Andy Perry Headteacher	perry.a@myton.co.uk
Ms. Shabana Akram SENDCo	akram.s@myton.co.uk
Mrs. Harvinder Bilkhu Assistant SENDCo	bilkhu.h@myton.co.uk
Ms. Samantha Whitehouse SEND Office Manager	whitehouse.s@myton.co.uk
Miss Laoise Barry SEND Assistant	barry.l@myton.co.uk
Mrs. Sharmila Popat SEND Governor	clerk@myton.co.uk

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of Myton School's SEND Policy
- Co-ordinating provision for students with SEND
- Liaising with the relevant Designated Teacher where a looked after student has SEND
- Advising on the graduated approach to providing SEND support within the wider school, including discussions with Heads of Department, Heads of Year and Pastoral Leaders
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with parents of students with SEND
- Collaborating and working with feeder primary schools, next providers of education, Educational Psychologists, and other external support services
- Working with the Head Teacher and School Governors to ensure the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and Exam Access Arrangements
- Ensuring Myton School keeps accurate records of all students with SEND

The SEND Governor meets regularly with the SENDCo. Their role, on behalf of the Local Governing Body, is to monitor progress and provision for students with SEND and to monitor the budget for Special Educational Needs.

Facilities for vulnerable Students or those with SEND

Myton School benefits from the following facilities:

- Learning Support, Inclusion and Nurture Centre (LINC)
- Accessible classroom environments with lift access
- Accessible toilet and changing spaces

Identification, Assessment, Monitoring and Review Processes

The rate of progress a student makes is carefully tracked and monitored during their time at Myton School. If their rate of progress is slow despite high quality teaching and targeted interventions, the class teacher will refer the student to the SENDCo.

The SENDCo will liaise with the student's parents, class teachers and wider staff to have initial conversations before diagnostic paperwork is completed to refer the student to specialist external professionals where appropriate (e.g., Specialist Teaching Service, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.). Other professionals and external agencies may also raise concerns via the SENDCo, which may lead to identification of SEND.

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the student's needs and next steps, including updating the SEND or Monitoring Registers.

At Myton School, we follow a four-part cycle, known as the Graduated Approach (Assess, Plan, Do and Review), through which earlier decisions and actions are revisited, refined,

and revised, leading to a growing understanding of the student's needs. Parents, students, teachers, and other professionals are all involved in this review process.

Once a student has been identified as having SEND a Pupil Passport will be put in place and short-term targets set. These targets should reflect any advice from external professionals and should be Specific, Measurable, Achievable and Relevant. The Pupil Passport will be shared with students and parents, and targets will be reviewed on a regular basis.

For pupils who have an Education, Health Care Plan, the SENDCo will be involved in the setting and reviewing of targets through the annual review process, parents' evenings and review meetings.

Records of all SEND students are stored digitally and archived until the student is 25 years of age. This is overseen and managed by our SEND Administrator.

Provision for students with SEND

At Myton School, we aim to provide high quality teaching that is differentiated, adapted and personalised to meet the individual needs of our students.

We want to ensure our special educational provision is underpinned by high quality teaching and that teachers know precisely where students with SEND are in their learning and development. We do this through a range of baseline and screening tools, these are both academic and pastoral measures.

Screening Tools include:

- LASS Assessment
- GL Assessment (Dyslexia Screener)
- YARC (York Assessment of Reading for Comprehension)
- Literacy Assessment Online (used by the English Department to track reading ages)

All interventions and provisions are tracked on Provision Map and linked to Pupil Passports. Interventions and provisions are reviewed regularly via observations, learning walks, data analysis and book monitoring. The impact of interventions and provisions is reviewed regularly.

Provision Overview at Myton School

	Cognition and Learning	Social, Mental and Emotional Health	Communication and Interaction	Sensory and/or Physical
Universal	All children receive quality first teaching in the classroom with their subject specialist teachers			
Targeted	Subject Specific Interventions Maths Intervention coordinated by HLTA Precision Teaching Paired Reading Memory Magic Functional Skills NESSY (Literacy Support) Animal ASDAN Mindful Exam Preparation	MHST 1-2-1-Mentoring Safeline Growth Mindset Sessions Emotion Coaching Friendship Group Animal Care/ASDAN Boomerang (Promoting Resilience) Music, Movement & Mindfulness Sixth Form Mentoring Think Good, Feel Good Forest School	Mentoring with TA3 Social Stories Friendship Group Lego Therapy Protective Behaviours Animal Care/ASDAN Emotional Regulation Creative Voices Forest School	Handwriting Intervention Fine and Gross Motor Skills Intervention Movement Breaks Sports Mentoring Animal Care/ASDAN Music, Movement & Mindfulness Forest School

Higher needs	A range of assessments and intervention sessions	Zones of regulation - 1:1 sessions	Employability Skills/Careers Appointments	Occupational Therapy Referrals
	English as an Additional Language Support	Educational Psychologist Assessment and intervention planning	Educational Psychologist Assessment and intervention planning	1:1 Sensory Interventions
	Educational Psychologist Assessment	External Agency involvement for further intervention planning	External Agency involvement for further intervention planning	
	External Agency involvement for further intervention planning	Counselling		

Working with External Agencies

External agencies and professionals regularly attend Myton School to review students with SEND. The SENDCo will work collaboratively with external agencies and professionals to:

- Support the needs of students where wider assessment of learning is required.
- Examine whether additional support is needed to access the school environment.
- Review recommendations and strategies to ensure they fully support identified students.
- Work with families and where necessary signpost for additional support or training.

We are committed to supporting students through a range of external support services:

- Educational Psychologists
- Autism Specialists
- Physiotherapy and Occupational Therapy Services
- Speech and Language Therapy (SALT) Service
- Integrated Disability Service (IDS)
- School Nurse - COMPASS
- Community Autism Support - CASS
- Mental Health in Schools Team
- CAMHS (Child and Adolescent Mental Health Service)
- Family Support Services
- Social Services

- Looked After Children (LAC) Service
- Warwickshire Transport Services
- Young People First
- Flourish
- Safeline
- Life Space/Mind

Education Health Care Needs Assessments

Most learners with SEND will have their needs met through the reasonable adjustments made by Myton School. For a small percentage of students, the additional support, interventions, and strategies offered will not be enough to enable sufficient progress to be made. In such cases, or if there is significant cause for concern, a request for a Statutory Assessment will be made by Myton School to the LA.

Warwickshire County Council will consider whether an EHC Needs Assessment of a learner's difficulties is appropriate against the following criteria:

Criteria 1

The learner's needs are significantly greater than other learners the same age and are likely to be long term. They require significant, continuing additional support to promote their emotional wellbeing, social inclusion and/or develop their life and independence skills. The learner has either one area of severe difficulty, or moderate to severe difficulties in several areas which have a significant, combined impact upon their ability to access, and make progress within, the curriculum.

Criteria 2

A graduated response to the learner's special educational needs, whereby a clear Assess-Plan-Do-Review Cycle has been followed, involving the educational setting, the learner, and the learner's parents/carers. The learner has received the appropriate support from Elements 1 and 2 of the Warwickshire SEND Provision Matrix over at least two terms, and some support at Element 3 level. Specific records of the learner's progress through the review cycle have been kept, which suggest that they have a need for continuing support at Element 3 level, and that this need is likely to be long term.

Criteria 3

Suitably qualified external specialists have contributed over time to the Assess-Plan-Do-Review Cycle and refinement of evidence-based interventions carried out by the setting and can comment on their implementation. This will include the involvement of an Educational Psychologist.

Criteria 4

The educational setting has fully and appropriately used its delegated funds, as demonstrated by a fully costed Individual Provision Map, including records of targeted intervention and a clear Assess-Plan-Do-Review Cycle.

Education Health Care Plans (EHCPs) must be reviewed formally every 12 months. Students with EHCPs will also have personalised Pupil Passports which will be reviewed regularly against their EHCPs outcomes and recommended strategies.

The following can make a formal request to the Local Authority for an EHC Needs Assessment:

- A parent or carer
- A young person if they are over 16
- An educational setting
- A health or care professional

Preparing for Adulthood

At Myton School, we support our students with SEND to start planning for their future pathways as early as possible, and by Year 9 at the latest.

Our aim is to support our students to remain aspirational and go on to achieve the best possible outcomes in employment, independent living and participating in society.

The SENDCo will:

- Include preparation for adulthood in SEND Review Meetings with students and parents.
- Ensure that any career advice and information is clear, informative and offers a wide range of options for students with SEND.
- Help students and parents understand and explore how the support they receive in school will change as they transition to other settings.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place post-16 and longer-term outcomes for the student.

Staff Training

It is the responsibility of the SENDCo to update all staff with regards to any changes in SEND procedures and assessment tools. The SENDCo will provide training to the wider school community, personalising this when necessary for a more targeted approach.

All new staff and trainee staff receive a SEND induction which includes face to face training with the SENDCo and Assistant SENDCo covering the following topics:

- What is SEND?
- The role of the SENDCo
- The four broad areas of SEND
- The Code of Practice and the Law
- The SEND and Monitoring Registers
- Education Health Care Plans
- De-escalation and managing behaviours that challenge us
- Their role within the Assess, Plan, Do, Review Cycle

All staff receive ongoing professional development training on high quality teaching and learning, including that for students with SEND. This training is balanced between general

and specific support for students with SEND. An on-going programme of training is provided to relevant staff, which includes supporting students with Autistic Spectrum Condition (ASC), attachment difficulties, trauma informed practices and delivering interventions which focus on literacy and numeracy skills.

The SENDCo and Assistant SENDCo keep their working knowledge up to date by attending and collaborating with Local Authority SENDCo network meetings, South Warwickshire SENDCo meetings and additional appropriate training suggested by external providers such as the Virtual School.

Students with Medical Needs

A medical diagnosis or a disability does not necessarily mean a student will be added to the SEND Register. However medical conditions may have a significant impact on a student's learning experiences and the way they function in school. The SENDCo will therefore work in partnership with parents, carers and any other relevant specialist services providing treatment to ensure reasonable adjustments have been made to ensure the student is able to engage with their learning at school.

Myton School recognises students with medical conditions should be appropriately supported so that they have full and equal access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care (EHC) plan. Arrangements are in place in school to support students with medical conditions and parents/carers may access the schools' policy for supporting students with medical conditions.

Transition Arrangements

As part of Myton School's transition planning, the SENDCo will liaise with feeder primary schools to collate a Draft SEND Register identifying those students who have a formal diagnosis and those who have a 'working diagnosis' to ensure appropriate resources can be identified as early as possible prior to the student starting.

There is an established transition programme with our main feeder schools which include regular visits and familiarisation process to ensure students feel confident in their next steps at Myton School.

Post 16 transition planning is adapted to the needs of the individual student. This can be through:

- Preparation to remain at Myton School Sixth Form
- Visits and planning with Warwickshire College
- Liaison with alternative post 16 providers

Warwickshire Local Offer

Warwickshire County Council has produced a Local Offer for parents with children who have SEND. Details of the Local Offer can be found at:

<https://www.warwickshire.gov.uk/send>

SEND Information and Advice Support Service (SENDIAS)

Parents of children with SEND can receive free and impartial support and advice from Warwickshire's SEND Information and Advice Support Service below:

<https://www.warwickshiresendiass.co.uk>

Complaints and Appeals

In the event of any complaint being made, the SENDCo should be contacted in the first instance. Should the matter remain unresolved:

- formal complaints should be made in writing and the school Complaints Policy (available on the school website) should be followed
- free mediation is also available from SENDIAS

Parents/carers can appeal decisions made by the Local Authority regarding their child's special educational needs.

Parents/carers can also appeal to the tribunal if the school or Local Authority has discriminated against their disabled child.

Information for appeals can be found at:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Policy Review

This policy will be reviewed annually with the Governing Body, the Head Teacher and the SENDCo.

Links to Guidance and other Policies

This SEND Policy and Information Report has been written with reference to:

Equality Act 2010

SEND Code of Practice (2014)

Schools SEND Information Report Regulations

Statutory Guidance on Supporting Students at School with Medical Conditions

Safeguarding Policy

Accessibility Plan