THE MOUNTBATTEN SCHOOL

School Improvement Committee

SEND Policy

March 2026

Review Date: March 2028

Company No. 07560175

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Aims and Principles

The Mountbatten School recognises the right of every student to be offered an appropriate education and seeks to ensure that, through the implementation of a whole school approach to Special Needs each student can reach his or her full potential and grow in independence.

The school aims to ensure:

- the identification of all students requiring SEND provision as early as possible in their school career
- that barriers to learning are removed and that we have high expectations for progress and achievement
- all students have access to a broad and balanced curriculum appropriately differentiated to the individual's needs and ability
- every teacher of a student with special needs is informed about those needs and is supported by the Learning Support Department through the dissemination of information and by help towards the development of appropriate and effective strategies for supporting students with learning or other difficulties
- all teachers are aware of their duty to provide high quality inclusive teaching to all students
- SEND students take as full a part as possible in all school activities, so far as it is reasonable, practical and compatible with the efficient education of other students and the efficient use of resources
- parents of students with SEND are kept fully informed of their child's progress and attainment
- students with SEND are involved, where practicable, in decisions affecting their future SEND provision
- professional development opportunities in SEND are available for school staff.

The Mountbatten School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all students with special educational needs.

Definitions

A student has special educational needs (SEN) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to students of the same age (SEN Code of Practice, 2015).

A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability, which prevents or hinders the child from making use of educational facilities of a kind, provided for children of the same age in other schools within the Local Authority (LA)

- has educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area
- has a disability as defined by the Disability Act 1995: 'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Roles and Responsibilities

The Board of Trustees

The Board has full involvement in the development and implementation of the school's SEND Policy.

SEND Trustee

The role of the SEND Trustee is to monitor the administration and deliverance of the SEND Policy to ensure that students are receiving support additional to and different from the majority of students in the school if it is assessed as necessary.

The Headteacher

The Headteacher's responsibilities include:

- the strategic leadership of all aspects of the school, including the SEND provision
- ensuring that the Board of Trustees is informed about SEND within the school
- ensuring that a member of the Senior Leadership Team works closely with the SENCO (Special Educational Needs Co-ordinator)/SEND team
- ensuring parents are informed if SEND provision has been made for their child
- ensuring that the school has clear strategies for working with parents, and that these strategies encourage involvement in their child's education.

In practice, much of this responsibility is delegated by the Headteacher to the Assistant Headteacher who manages the Senior SENCO and SENCO. Specific day-to-day management is delegated to the Senior SENCO, SENCO and Deputy SENCO.

Assistant Headteacher (Student Services), SENCO and Learning Support Team

The Senior SENCO and SENCO are responsible for the school's SEND provision. This involves working with the Headteacher and the Trustees to determine the strategic development of the policy. Other responsibilities include:

- overseeing the day-to-day operation of the policy
- co-ordinating the provision for students with SEND
- liaising with and giving advice to fellow teachers

- managing the SEND team and Learning Support Assistants
- identifying student needs
- overseeing students' records
- liaising with the parents
- contributing to in-service training and matching training to provision
- liaising with external agencies, LA support services, Health and Social Services, Careers Service, and voluntary bodies
- providing the evidence and support for EHCP applications.

Responsibilities

Subject Teachers and Pastoral staff

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, students with SEND
- being aware of the individual needs of the students they teach and plan and adapt lesson content accordingly
- collaborating with the SENCO to decide the action required to assist the student to progress
- working with the SENCO to collect all available information on the student
- in collaboration with the SENCO, developing Student Learning Profiles (SLPs) for students with EHCPs
- reading through the guidance booklets about specific needs (e.g. autism) and using the suggested strategies to support individual pupils
- ensuring that individual programmes set out in students' SLPs are being delivered consistently
- developing constructive relationships with parents and taking a role in handling and resolving concerns and/or issues raised.

Parents/Carers and Students

The Mountbatten School firmly believes in developing a strong partnership with parents/carers in line with the SEND Code of Practice and believes that this will support students with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the student's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents/carers of students with SEND as valued partners in the process. Depending on age and appropriateness, students with SEND are also encouraged to participate in the decision-making processes affecting their education.

Parents/Carers are informed when their child/children are placed on the SEN Register, and invited to discuss their child's progress and suitable adjustments.

All students with an Student Learning Profile (SLP) have a student copy of SLP targets, which are kept in their key worker booklet. Parents are expected to contribute to the SLP targets that are set for their child.

Admission Arrangements

The Board believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the SEND Code of Practice.

Identification of Students' Needs

The identification procedures begin with the SENCO's visit to each of the linked schools where discussion takes place with the SENCO and class teachers of students in Year 6. A document is prepared (the SEND register), which gives details of all students identified by their primary school. This document is made available to all staff so that they are aware of new students entering the school with SEND in September or as they arrive.

Early identification of students with SEND is a priority. On entry to the school, each child's attainment will be assessed in order to ensure continuity of learning from their primary school, or transference from another secondary school.

The school will use appropriate screening and assessment tools, and ascertain student progress through:

- records from linked schools
- evidence obtained by teacher observation/ assessment
- information from parents
- appropriate screening and assessment tools
- information from outside agencies and SEND professionals.

All students in Year 7 take a Cognitive Abilities Test (CAT) The results of these tests are available to all subject teachers through SIMs.

Students in Years 7 to 10 will undertake an annual reading test to ascertain progress made in this area and to identify where intervention may be required.

After evaluation of these results and of the information from primary schools, some students undergo further testing or begin an intervention programme.

The process of identification continues throughout the time students remain in the school, and referrals can be made to the Learning Support Department by subject teachers, pastoral staff and parents. After an expression of concern, the student will be discussed with subject or pastoral staff as appropriate. Diagnostic screening, which is designed to identify particular learning difficulties and other problem areas, can be done at any time during the student's school career and the results of such screenings are disseminated to parents and teachers.

All teachers are responsible for identifying students with SEND and, in collaboration with the Learning Support team, will ensure that those students requiring different or additional

support are identified at an early stage. Whether or not a student is making progress is seen as a significant factor in considering the need for SEND provision. Staff should use an adaptive response when teaching students with SEND.

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It is necessary to assess their proficiency in English before planning any additional support that might be required.

Categories of Special Educational Need

SEND practice does not assume that there are neatly defined categories of special educational need, but recognises that children's needs and requirements fall into the following broad areas.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Students' educational needs can then be further categorised into specific learning difficulties or needs.

Speech, Language and Communication Need (SLCN)
Speech and Language difficulties usually fall into one of three categories: expressive disorders, where children find it difficult to express their thoughts and feelings through speech and/or writing; auditory processing difficulties, where students find it hard to make sense of what they hear, or process what has been said; receptive disorders, where children have problems understanding certain aspects of speech – for example confusing similar words, or misinterpreting instructions.

Autistic Spectrum Disorder (ASD)
Students who are diagnosed with Autism will require specific provision to enable them to achieve at school. They can find some social situations challenging and experience difficulties with communication. Some students with ASD find change difficult and can show challenging behaviour when anxious or when situations change. They can take language very literally and often find it difficult to express their emotions and thoughts.

Moderate Learning Difficulties (MLD)
A student may have difficulty in acquiring new concepts or remembering newly acquired skills. They may be unable to participate in tasks requiring them to use imagination or to follow group instructions. They may have a short concentration span and become easily distracted. They may have difficulty following texts which their peers can read, or in mastering basic number concepts.

Specific Learning Difficulties (SpLD)
A student in this category will have an uneven profile of strengths and weaknesses; this may include a diagnosis of dyslexia, dyspraxia or dyscalculia. There is usually a disparity between

their practical and verbal abilities and their ability to acquire some, or all, literacy or numeracy skills, or have difficulty with co-ordination, handwriting or motor skills.

Social, Emotional and Mental Health (SEMH)
This can include students with a wide range of needs, often including those who are diagnosed with ADHD, ODD or other mental health issues; those who are experiencing emotional issues outside of school, or who, for a range of reasons, are disengaged from education. These students may show challenging behaviour in school, have frequent or prolonged absences, or become withdrawn. They are often at risk of underachieving academically, unless suitable provision is identified and implemented.

Physical Impairment (PD)
This term covers a very wide range of physical and medical conditions including mobility difficulties. Any students with a physical impairment (this includes physical, mobility and medical conditions) will be monitored by the SENCO and appropriate measures will be put in place to ensure their needs are met. This information will be shared with all staff involved. The provision will be included in a support plan, shared with students and parents and will be reviewed regularly.

Hearing Impairment (HI)
Hearing impairment may be recognised in students who are slow to react, and who watch carefully to see what others are doing. They may watch faces intently and become overanxious about understanding the task. They may keep asking to repeat what was said and may either shout or whisper when talking.

Visual Impairment (VI)
Visual impairment is a partial or total lack of vision in one or both eyes. Colour blindness is not deemed a visual impairment – although it is useful for the teacher to know if this problem exists. A student with vision problems may have watery, itchy and/or red eyes and keep blinking rapidly. They may squint or peer at their work or appear clumsy, bumping into things or missing a catch. They may write in large letters, not on the line, or complain of not being able to see the board. They may not like strong light or glare.

Types of Special Education Provision and Levels of Intervention

Teaching students with special education needs is a whole-school responsibility. The core of the teacher's work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through appropriate and targeted intervention.

At The Mountbatten School, students identified as having SEND are fully integrated into mainstream classes.

Where teachers decide that a student is not making sufficient progress, the Head of Faculty is the first to be consulted. The SENCOs and teacher will review the approaches adopted. Where

support additional to that of normal class provision is required, it will be provided through **School SEN Support**. If the strategies implemented at school have been reviewed and insufficient progress has been made, a more sustained level of support is needed, possibly from external agencies. In a very small number of cases where concerns continue to remain, the school will consider requesting a Statutory Assessment, referred to as an Education Health Care Plan (EHCP). Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

Subject leaders and class teachers are responsible for high-quality adaptive teaching. There is also an expectation that records for the student will have been accessed by the class teacher and subject lead, to ensure appropriate strategies in place before going to the SENCO. For students with identified SEND, the Learning Support Team and pastoral colleagues will:

- use information from the primary school to shape the student's curriculum and pastoral provision in the first few months
- identify the student's skills and note areas that require support
- discuss students with subject leaders to ensure on-going observations/assessments
- provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- involve students in planning/agreeing their own targets
- involve parents in a joint home-school learning approach.

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering adapted programmes where appropriate. Parents will be informed of the action and results.

The SENCO, in collaboration with the subject teacher, will decide the action required to help the student progress. Based on the results of previous assessments, and dependent on the capacity and resource available the actions might include:

- deployment of extra staff to work with the student
- provision of alternative learning materials/special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to LA support services for advice on strategies, equipment, or staff training.

Strategies for students' progress may be recorded in a Student Learning Profile containing information on:

- short-term targets
- adaptive teaching strategies
- provision/s made
- date for review
- success and/or exit criteria
- the outcomes recorded at review.

The Student Learning Profile will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on targets from the child's EHCP. Student Learning Profiles will be reviewed at least twice yearly. Alongside this, parents of children with SEND will be offered at least two meetings with the SENCO yearly to discuss their child's progress, in the form of SEND Parents' Evenings.

The main methods of SEN support provision made by the school are:

- full-time education in classes, with additional help and support by class teacher/subject teachers through adaptive teaching
- in-class support with adult assistance. (This is primarily delivered by the class teacher, but sometimes includes additional support from a teaching assistant.)
- special arrangements for examinations, which reflect the nature of support offered
- support with handwriting, spelling, touch typing and homework outside curriculum time
- support with emotional literacy through interventions such as The Zones of Regulation, ELSA and TALA

All faculties ensure that students with SEND are supported within their subject areas to ensure that they have full access to the curriculum. Learning Support staff work with departments to advise on and assist in developing differentiated materials.

It may be appropriate for the involvement of external services. Placement of a student at this level will be made by the SENCO after full consultation with parents. External support services may advise on targets and provide input to the support process.

This intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- still makes little or no progress in specific areas over a long period
- continues to make progress at a significantly slower rate than expected for a child of a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has social, emotional or health difficulties
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Education Health Care Plan (EHCP)

Requests for an EHCP

The school will request a Statutory Assessment from the local authority when, despite an individualised programme of sustained intervention, including ordinarily available provision and SEN School support, the child remains a significant cause for concern. Application for an EHCP may also be requested by a parent or outside agency. The school will have the following information available:

- details about the support the child has received
- school progress levels, including literacy/numeracy attainments
- other relevant assessments from specialists such as support teachers and educational psychologists (where available)
- the views of parents
- where possible, the views of the child
- Social Services/Educational Welfare Service reports
- information on the student's health and relevant medical history (where appropriate)
- any other involvement by professionals.

An EHCP will normally be provided where, after assessment, the local authority concludes the child has complex needs. However, the school recognises that a request for an EHCP does not mean that it is granted.

An EHCP will include details of learning outcomes for the child. These are used to develop targets that are:

- matched to the longer-term outcomes set in the EHCP
- established through parental/student consultation
- set out in an SLP
- implemented in the classroom
- delivered by the subject teacher with appropriate additional support where specified.

If specified by the recommendations in the plan, a student's timetable might be adapted to allow for individual specific support. Withdrawal time is negotiated with subject teachers and is reviewed regularly to ensure that access to the full curriculum is not disrupted.

The programmes we offer run in different year groups and are spread across the academic year and at different times. The schedule is constructed this way so that SEND students are able to benefit from the mainstream curriculum without creating gaps in their learning from frequently missing the same curriculum lessons.

In line with the best SEN practice, it is counterproductive for students to have several intervention programmes running concurrently. Therefore, the majority of students have no more than one intervention programme in a week.

Review of EHCPs

EHCPs must be reviewed annually. The SENCO will organise these reviews and invite:

- the child's parents/carers
- the child, if appropriate
- a representative of the LA (where appropriate)
- any other person the LA considers appropriate

The aim of the review will be to:

- assess the student's progress in relation to the EHCP outcomes
- review the provision made for the student in the context of the curriculum rates of progress in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it. This may include recommendation of a change of educational placement
- set new outcomes for the coming year.

Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9, the Transition Plan will be reviewed and the child will be offered careers meetings. The school recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code of Practice, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the local authority.

The school recognises the responsibility of the local authority in deciding whether to maintain, amend, or cease an EHCP.

Monitoring of Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between student and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline
- equals or improves upon the student's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the student's behaviour
- is likely to lead to Further Education, training, or employment.

Progress is monitored using:

- whole school and external data
- Key Stage assessments
- screening and assessment tools
- teacher assessment
- baseline performance prior to intervention
- impact of provision/interventions.

Recording and Monitoring

The school will record the steps taken to meet students' individual needs. The Learning Support Team will maintain the records and ensure access to them. In addition to the usual school records, the student's records will include:

- information from previous school/phases
- information from parents
- information on progress and behaviour
- the student's own perceptions of difficulties
- information from health/social services
- information from other agencies.

A register of students who are identified as having a Special Educational Need is kept, regularly updated and published for all staff. The register states the level of provision made and a brief summary of need. There is a watch list for students giving cause for concern or who have recently received provision and need monitoring.

Complaints Procedure

The school's Complaints Procedure is outlined on the school website.

The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These can be explained to parents if required**.**

Links with External Agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND students.

When it is considered necessary, colleagues from the following support services are involved with SEND students:

- educational psychologists
- medical services (CAMHS)
- speech therapists
- physiotherapists
- occupational therapists
- hearing impairment services

- visual impairment services
- specialist advisory professionals.

Policy Review and Monitoring and Evaluation

SEND issues are addressed in the school's improvement plan and in the line management of SEND.

Effectiveness is demonstrated by:

- measurable progress following intervention e.g. a narrowing of the gap between students' and peer attainment or improvement in rate of progress
- achievement of SLP Targets against measurable success criteria
- successful transition post-16.

There is a Linked Trustee who meets with the SEND Team. Reports are regularly made to the School Improvement Committee.

The SEND Policy is reviewed regularly.

Policy Agreed

Signed: Date:
Chair of Trustees

Signed copies are retained in school