



**Meols Cop High School**

# **SPECIAL EDUCATIONAL NEEDS (SEN) & DISABILITIES (SEND) POLICY**

Date Approved - May 2025

Date of Next Review - May 2026

Authorised by : Full Governing Board

Headteacher - Mr M Davis

Chair of Governors - Mr C Davies



**Brokering Aspirations**

### **Rationale:**

Meols Cop High school has adopted a whole-school approach to children who have special educational needs. Its central principles incorporate the concept of inclusion, the graduate approach, curriculum entitlement and equality for educational opportunity for all. Its aim is to eradicate barriers to learning to facilitate the successful integration of all students and to ensure that all make at least expected progress

### **Purpose:**

- To provide a graduated outcome-based approach for students with special educational needs.
- To provide effective and appropriate support for all children on the Special Needs Register. This will range from students with a statement of need to Education Health Care Plan to those whose needs require only occasional support.
- To take into account the views of the child and parents/carers.
- To make staff aware of students' individual needs and ensure acceptance of shared responsibility for the education of all students with special educational needs.
- To advise and assist staff in preparation of differentiated materials and approaches which enable students to become effective learners.
- To encourage high expectations and standards by ensuring that students requiring support are presented with challenging but manageable targets and work.
- To acknowledge and reward positive behaviour and all forms of achievement.
- To raise the self-esteem of students who may have previously experienced failure and disappointment

### **Admission:**

Students with Special Educational Needs have an equal opportunity to attend Meols Cop High School and are allocated places in line with the school's admissions policy. Exceptions to this are students with ASC and Dyslexia whose Education Health Care Plan must stipulate Meols Cop High School's ASC Resource Provision or SPLD / Dyslexia provision.

### **Identification of need**

- Liaison with primary schools. Information about Year 6 students is collated by the Progress Manager for Year 7. Where a child has identified SEN needs, an additional meeting is held with our school SENCO
- Results from formal tests, such as KS2 SATs result and MidYis scores.
- Results of school-based tests
- Staff referrals
- Parental requests

### **SEN Register**

- The SEN register includes the following students with EHCPs, SEN support and Additional response
- Students identified with SEND are recorded on the SEN register.
- All teaching staff, teaching assistants and appropriate support staff have access to the register, which is available on the shared drive.
- This is updated whenever necessary and staff informed of any amendments.
- Teachers consult the register to identify those students in their classes who have special educational needs or an Education Health Care Plan. This information is recorded and shared with staff via Classcharts.

## **Definition of SEN**

The 2014 Code of Practice defines SEN as 'a learning difficulty which calls for special educational provision to be made'. Children of compulsory school age or young people have a learning difficulty if they:

- Have significantly greater difficulty learning than the majority of others of the same age.
- 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.

The Code of Practice (2014) identifies four broad areas of Special Need, under which SEND can be classified:

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

Meols Cop High School is an inclusive school and may offer a range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health difficulties or sensory or physical needs.

The support deployed will be tailored to individual need following thorough assessment by internal and, if necessary, external agencies and in accordance with the school's budget. We actively promote students working towards becoming independent and resilient learners.

## Information and Guidance

Who should I contact to discuss the needs of my child or any concerns I may have?

### Roles and Responsibilities

<b>Progress Leaders</b>	<p>Concerns about children's progress should initially be raised with the relevant Progress Leader, who will collate relevant information from the child's learning tutor and subject teachers. Depending on the outcomes, a referral may be made to the SEN Department team, overseen by the SENDCO.</p> <p>Individual subject teachers are responsible and accountable for Quality First Teaching:</p> <ul style="list-style-type: none"><li>• Adapting and refining the curriculum to respond to both the strengths and needs of all students; monitoring student progress and identifying, planning and delivering any additional support/interventions.</li><li>• Contributing to devising personalised support plans to prioritise and focus on the next steps required for a child to make progress.</li><li>• Applying the school's SEND policy.</li></ul>
<b>Special Educational Needs &amp; Disability Co-ordinator SENDCO</b>  Mrs H Hinton	<p>The SENDCO is responsible for:</p> <ul style="list-style-type: none"><li>• Co-ordinating provision for students with SEN, developing the school's SEN policy and monitoring its effective implementation.</li><li>• Liaising with a range of external agencies who may offer advice and support to help students overcome difficulties.</li><li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li><li>• Monitoring student progress and the effectiveness of provision.</li></ul> <p>Ensuring that parents are:</p> <ul style="list-style-type: none"><li>• Supporting the school to support their child.</li><li>• Kept informed about the range and level of support offered to their child.</li><li>• Included in reviewing their child's progress.</li><li>• Consulted when planning successful transition to a new key stage or college.</li></ul>
<b>Special Educational Needs &amp; Disability Assistant SENDCO &amp; SEND Department (LRC)</b>  Mrs L Cliffe	<p>The SEND department (LRC) is responsible for:</p> <ul style="list-style-type: none"><li>• Students identified as having a level of SEN</li><li>• Implement support plans and monitor student progress and the effectiveness of provision.</li><li>• Meet with parents and staff to develop and review the SEN support plans</li><li>• Liaising with a range of external agencies who may offer advice and support to help students overcome difficulties</li></ul>
<b>Deputy Headteacher</b>  Mrs A Peet	Co-ordinating provision for students with SEND and students requiring additional pastoral support.

<b>Headteacher</b> Mr M Davis	The head teacher is responsible for: The day-to-day management of all aspects of the school, including the provision made for students with SEND.
<b>The Governing Board</b> <b>Link Governor:</b> Mrs Sally Baumber	The Governing board evaluate both the quality and impact of provision for students with SEND across the school.
<b>School Nurse</b>	<p>The school nurse is responsible for:</p> <ul style="list-style-type: none"> <li>• Health promotion, advice, medical plans, signposting to other services, staff training and education, safeguarding and service co-ordination.</li> <li>• The school nurse works in partnership with other agencies and as part of a multi-disciplinary team to support the health and well-being of school-aged children.</li> <li>• The school nurse is available every Thursday lunchtime</li> </ul>
<b>Teaching Assistants (TAs may also deliver bespoke interventions when required)</b>	<ul style="list-style-type: none"> <li>• Our Teaching Assistants are linked to the timetable of an individual student, group of students or department. They are responsible for ensuring that student support is monitored, identifying and sharing effective strategies and supporting staff.</li> <li>• Tracking is monitored, reported to the SEND team and reviewed within the SEND review process.</li> </ul>
<b>Parents/Carers</b>	<p>Parents/Carers are an essential resource and regular contact is encouraged. School is committed to working in partnership with them and recognises the value of their contribution. They are responsible for:</p> <ul style="list-style-type: none"> <li>• Raising concerns with the school</li> <li>• Working in partnership during assessment of need</li> <li>• Agreeing outcomes and strategies</li> <li>• Supporting implementation of plans</li> <li>• Attending monitoring and review meetings.</li> <li>• Accessing independent information, advice and support during assessment.</li> </ul>

## **How does Meols Cop High School identify students with a Special Educational Need?**

In line with the Code of practice 2014, Meols Cop High School provides a minimum offer in terms of Quality First Teaching. This ensures that all students will access high quality, inclusive teaching that makes reasonable adjustments to accommodate learning differences. Students are placed in teaching sets for all subjects based on Key Stage 2 outcomes and primary school teachers' recommendations. Setting operates for all subjects in years 7 and 8 and for English, mathematics and science in years 9, 10 and 11. This is reviewed regularly.

As part of the Quality First Offer, on-going monitoring takes place by subject teachers to identify students who are not making expected progress or whose needs are such that their ability to engage in learning activities is being affected. Teachers use adoptive teaching strategies within their classrooms, according to level of need. Subject teachers and Subject Leaders may provide subject specific intervention where necessary. Individual student's progress is monitored by both the relevant Progress Manager and the Assistant Head teacher with responsibility for assessment.

If a student is not making expected progress with Quality First Teaching there may be a need to refer the student to the SEN team (LRC) for further assessment or support.

It is essential that pupils with SEND are identified as early as possible so appropriate provision, access and interventions can be implemented.

Indicators for pupils with SEND:

- Primary school information (Including Key stage 2 data).
- Close liaison with Primary Schools prior to admission.
- Enhanced transition visits and meetings with Y6 parents
- SATs information
- School Assessments (Access Reading Test, Diagnostic Spelling Test, CATs).
- Concerns expressed by staff.
- Concerns expressed by parents/carers.
- Concerns expressed by students.
- External Assessments

## **SEN Support Plan**

### **Assess**

The SEN team collates the relevant information about a student from a variety of sources (teacher, student, parent, teaching assistants, mentors and outside agencies) in order to develop an accurate picture of the student's needs. A support plan, outlining the strategies to be employed to achieve specific outcomes, is created, if required. The views of the student are given consideration and short-term smart targets agreed. These prioritise the key areas of learning to be addressed and define how progress will be measured and monitored. Where external agencies are involved, their advice and recommendations are included in the support plan.

### **Plan**

The support plan outlines the methods employed to achieve the specific outcomes. The plan may include any or all of the following:

- a) High Quality and inclusive teaching tailored to the individual student's needs.

- b) Focused in-class support that will, where possible, facilitate an individual student's progress and enable curriculum access. Support is directed by the classroom teacher with the ultimate aim of developing the student's independence.
- c) Proven interventions intended to achieve specific targets – and how they will be delivered and monitored.
- d) The roles of the parent/carer and student.

When determining plans across the school, leadership will be mindful of the effective and efficient use of school resources. The school is responsible financially for up to the first £6,000 of any support it actions for an individual student, who has been identified as having a specific Special Educational Need and for whom the QFO has proved insufficient as the sole means of supporting the student's progress.

#### ***Do***

Once accepted by all stakeholders the plan becomes a working document. Support arrangements are updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The outcomes of these meetings are formally recorded and a further plan will be devised, if required, to enable students to achieve the next steps in their learning. This plan can be revisited at any stage. The SEN team manages the plans and arranges the review meetings.

#### ***Review***

A timescale is attached to the plan so that everyone involved understands when outcomes are to be reviewed. Parents / Carers, relevant external agencies and, when appropriate, students are invited to this review as their contribution is valued. Both the impact of the support offered and the progress made towards set targets are evaluated. An amended plan can be devised, if required, to enable students to achieve the next stages in their learning. It may also be decided that a student has made sufficient progress to cease the plan.

#### **High Needs Funding**

If a student continues to have significant difficulties after a period of intervention, further external expertise may be requested. An application for High Needs Funding may be made if the cost of support exceeds the school's delegated budget, this application is made to Sefton's High Needs Funding panel.

#### **Education Health Care plans**

A very small number of students may require additional support over and above the SEN support. In agreement and consultation with the young person, parents/carers and other professionals, if it is felt further support is required, we will ask Sefton LEA to consider a student for an Educational, Health and Care Plan needs assessment. Parents and carers may also request an EHC assessment. An EHC plan is only drawn up by the local authority once a needs assessment has determined that an EHC plan is necessary and after consultation with relevant partner agencies. This is a legal document which details the education, health and social care support that is to be provided to the student who has SEN or a disability. It is reviewed annually with clear outcomes which must be measurable and worked towards

#### **Tests and Examinations: Access Arrangements**

Access arrangements for external examinations can be applied for from Year 9 onwards. The criteria are set by the Joint Council for Qualifications and must reflect the normal working practice of individual students within school. A history of need for individual students is built from Year 7 taking into account historical needs from their primary education setting.

## **Curriculum and Teaching Methods (including groupings and interventions)**

All teachers are teachers of SEND and our teachers are skilled at adapting teaching to meet a diverse range of needs in a classroom setting. Lesson planning takes account of individual students' needs and requirements. A range of strategies are employed to differentiate the curriculum, to support access and to ensure that all students can experience success and challenge in their learning. Teachers set different tasks for students of different abilities; allocate additional help and support to certain students in a class, set open ended tasks and allow response at different levels and through alternative means of recording.

Additional adults may be utilised to help groups and individual students with the long-term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on additional adult support.

The strategies have been grouped to reflect the types of need identified by the Code of Practice

### **Approaches to support Communication and Interaction:**

- Support from schools Autism champion – Mrs S Gerrard
- Clear and simple instructions
- Visual timetables and visual strategies to support verbal input
- Clear classroom organisation and structure
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for students to process language
- Teachers who are able to access and employ methods of communication appropriate to students' need.

### **Approaches to support social, mental or emotional health:**

- Learning Mentor support
- SEIS programme – Social emotional intelligence support
- Celebration of student success – posters displayed throughout the school
- Progress and Attendance stars
- Tactile, sensory objects to calm students
- Adult directed "time out and time away" strategies
- Recognition of sensory needs and appropriate adjustments
- Regular communication with parents and carers
- Consistent use of positive language
- Peer Active Listening Mediators
- Restorative justice and other mediations strategies
- Solution focused approaches
- Listening programme
- Consistent use of language and expectations

### **Approaches to support cognition and learning needs:**

- Adapted work following the school curriculum, pertinent to student's level of attainment or development
- Support via the SPLD team
- Small literacy groups
- Small numeracy groups

- Mind maps, scaffolding, colour coded information, use of a task organiser
- Accessible reading materials - use of different coloured paper and overlays
- Students enabled to present knowledge / views in a variety of ways
- Access to personalised learning aids such as word banks, number lines, memory prompts etc.
- Repetition and reinforcement of skills
- Visually supportive learning environments
- Pre-tutoring of new subject specific vocabulary and subject specific word banks
- Self and peer assessment
- Multi-sensory approaches to learning
- Questions differentiated to reflect the level of understanding and emotional need - Interactive learning opportunities
- Homework club

**Approaches to support sensory and/or physical needs:**

- Access to equipment recommended by health professionals
- Seating plans that take into account students' sensory needs
- Adaptation of resources, where possible, to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology

Quality First Teaching is monitored through tracking academic progress in all subject areas on a termly basis. Continual professional development, curriculum initiatives, appraisal and the sharing of good practice ensure all staff deliver our Quality First Offer to a high standard.

Meols Cop High School is keen to equip students with the skills necessary to make them independent learners. However, there are situations where students both need and benefit from the support of additional staff and technological resources. Examples of this are:

- Students with life-long complex needs
- Support with tasks when differentiation is not appropriate
- Facilitating time out.

## **Transition**

### **How will the school help my child move to a new group or to a different school or college?**

#### Years 6-7 Transition:

Students who are already identified as having a Special Educational Need at primary school benefit from an enhanced transition programme. A member of our SEND team attends the Primary/Secondary transition meeting to discuss the specific needs of a child and the nature and level of support which has proved most effective.

In some cases, additional multi-agency meetings may be arranged to create a more 'enhanced' transition plan which may include several visits to Meols Cop High School and the possibility of a member of the SEN team visiting a student in the primary school setting.

Meols Cop High School also assesses students in the first half-term of year 7. All students sit Reading and Diagnostic Spelling Tests. These assessments are used to identify students who need additional literacy and numeracy support. The school analyses the results and provides appropriate support and intervention. These students are then re-tested on a regular basis, even when the support programme has been completed, to ensure they continue to make the expected progress.

#### When moving to another school

We contact the relevant school SENDCO and share information about provision that has been employed to help students achieve their learning goals.

Additional transition visits are arranged if felt appropriate.

We ensure that all records are passed on as soon as possible.

#### Post 16

The SENDCO liaises with the Learning Support departments in post-16 provision once a written request for student information is received. Permission from student / parent is sought before information is exchanged. If a student has a statement for educational needs, an EHC plan or a SEN support plan, a representative from the college is invited to attend the review meeting so a transition support plan can be devised. All SEND students receive personalised careers guidance and are encouraged to participate in college 'taster' days.

## **Building Capacity**

Meols Cop High School staff benefit from on-going professional development. Priorities for training are planned to meet the needs of the future school population.

Advice and training is taken from external agencies that provide specialist expertise. Individual training records are maintained in staff appraisal records. The Governing Body is provided with a termly overview of all staff training.

Teaching assistants are managed and deployed by the SENDCO who ensures that the individual needs of the students are being met.

## **Partnerships with External Agencies**

### **What support from outside does the school use to support my child?**

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

- Together Trust
- Sefton Special Educational Needs Inclusion Service
- Sefton Educational Psychology Service
- Physiotherapy
- Occupational Therapy
- Child and Adolescence Mental Health Service (CAMHS)
- Speech and Language Therapy
- Community Paediatricians
- School Nurse
- Specialist Hospital Services
- The Hearing Impaired Advisory Service
- Safer Schools Officer
- The Visual Impaired Advisory service

### **Access to Medical Interventions**

- Use of individualised Health Care Plans (reviewed annually)
- Use of advice from Paediatricians
- Referral to CAMHS
- School Nurse advice and support

### **Liaison and Communication with Professionals, Parents and Carers, attendance at meetings and the preparation of reports.**

- Regular meetings as required
- SENDCO attendance at all Parents Evenings and Information Evenings
- Referrals to outside agencies as required
- Planning meetings
- Regularly updated student profiles for students on the SEN Register
- Termly Reviews (when required)
- Annual Reviews

## **Accessibility**

Meols Cop High School is a mainstream secondary school, the ground floor of which is accessible to students with physical mobility disabilities. If a student is known to have a disability prior to admission to Meols Cop High School the SENDCO will work with the Inclusion Consultant, parents/carers and child, to ensure a smooth transition. All preferences expressed for Meols Cop High School on the Admission Application Form will be considered using an Equal Preference Scheme.

### **Physical access in Meols Cop High School includes:**

- The ability to accommodate a limited number of students with restricted mobility on the ground floor.
- Wheelchair access throughout the ground floor.
- Specially adapted toilets.
- Medical room for the delivery of programmes devised by specialist services including physiotherapy.
- Teaching assistants with sign language qualifications.

### **Access for students with medical needs:**

In addition to annual Epipen training, training is also provided by specialist nurses and other professionals for students with hearing impairments, epilepsy, diabetes and Tourette's. Refresher training and further training is arranged as required. See

### **Reporting Concerns**

Our complaints procedure can be found in our Complaints Policy on the school website.

### **Relevant School policies that underpin this school offer include:**

- SEND Local Offer see <https://www.sefton.gov.uk/localoffer>
- Equal Opportunities Policy
- Disability and Accessibility plan

### **Legislative Acts taken into account when compiling this offer include:**

- The Children and Families Act 2014
- The Equality Act 2010