



POLICIES AND PROCEDURES

SEND POLICY

Version 1

SENDCO: Margaret Roylance, MA

mroylance@nhtschool.co.uk

01484 452100

SEND Advocate on SLT Karen Colligan, MBA, NPQH

kcolligan@nhtschool.co.uk

Governor responsible for SEND: Sarah Grant

Rationale

We are committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. Supportive working relationships with parents and close involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

Aims

- To ensure that each and every one of our pupils reach their full potential.
- To provide an inclusive environment that encourages co-operation and understanding as well as fostering ambition and excitement for learning.
- To adopt an approach whereby all teachers are expected to be teachers of the complete ability range including SEND.
- To provide appropriate support for all children to meet their differing academic, social, emotional, sensory, communication and physical needs.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEND information on the school website (SEND Report)
- The LA Guidance – 'Children & Young People with SEND; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with:

Margaret Roylance, SENDCO
Karen Colligan, Senior Assistant Head Teacher

This policy will be reviewed on: January 2020

Parents can request a copy of this policy from: The School Office/website

Signed by:

Chair of Governors

What is SEND?

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability that calls for additional provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four broad areas of need:

- Communication and interaction (including Autism Spectrum Disorder)
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEND).

The Code no longer allows for the identification of behaviour to describe SEND. Any concerns you may have about a child/young person with behavioural needs would form an underlying part of a wider need (above) which you have recognised and identified clearly.

Identifying SEND

We recognise the importance of identifying pupils who might have SEND as soon as possible. We work closely with our partner primary schools prior to entry and other secondary schools for mid year admissions.

To do this we:

- Collect and study assessment records from the child's previous school.
- Assess each pupil's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be put in immediately.
- Consult with parents about their view of their child's progress.
- Make assessments as part of our progress monitoring in line with assessment cycles throughout the year – these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them.

'Less than expected progress' includes where:

- Progress is significantly slower than that of other children starting from the same point
- Is less than their previous rate of progress
- The attainment gap is not closing between the child and his/her peers (the gap may even be widening).

Our graduated approach

As soon as we have concerns about a child's progress we begin to apply our graduated approach.

This includes:

First response

At this stage we focus on high-quality teaching targeted at the pupil's area of weakness. Discussion in our student support meetings will lead to suggested strategies and approaches that might be used.

We monitor the quality of teaching in our school rigorously to ensure that as far as possible all pupils' needs are met.

Teachers receive regular professional development in SEND to enable them to identify and support pupils who might be encountering problems.

Teachers are responsible through quality first teaching for the progress and development of pupils in their class.

Targeted support

If a pupil continues to be a cause for concern and the issues raised at progress monitoring meetings are not resolved then a specific referral is made in writing to the SENDCo by the Curriculum area leader concerned.

There will be a meeting between the SENDCo, subject teachers and Pastoral Team to identify what this support might include. Examples are:

- support in focus groups within the classroom by an experienced teacher/teaching assistant
- an intervention programme that targets particular skills such as literacy or numeracy.

Additional targets and desired outcomes will be set and the pupil's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process. This is recorded on a pupil profile by curriculum areas and a copy is sent to SENDCo.

At this point we liaise with parents about the additional support being provided and ask for their views on why the pupil is not making expected progress.

Additional advice might be requested from another professional/professional service; eg the Welfare Officer or Local Authority.

Where a pupil's behaviour is giving us concern we will consider carefully if there are other underlying difficulties that might be the cause.

We will consider any other barriers to learning that the pupil might be experiencing such as:

- difficulties with communication
- mental health issues
- housing, family or other domestic circumstances
- any particular incident or series of events such as bullying or bereavement.

Where it is decided by the SENDCO that the pupil has SEND we:

- ensure that the parent is informed
- record this in the school records
- make arrangements for SEND support.

Every child/young person on SEND Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEND; Guidance – School Based Support), if a child/young person’s needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

SEND support

This is a four-part cycle of assess, plan, do and review.

Assess

At this point we assess pupils’ needs using:

- teacher assessment and observations
- data analysis comparing the pupil with peers and nationally
- the views of parents
- the views of the pupil
- advice from external support where this is relevant.

Plan

Following the assessment it is agreed between the teacher, SENDCo, pupil and parent:

- the interventions and support to be put into place within an agreed time frame
- the teaching strategies to be used
- what the expected impact is and what the anticipated outcomes are
- when the plan will be reviewed.

We call this the ‘SEND Support Plan’. It builds upon the pupil profile started as part of the targeted support stage. It is kept on record and shared with other teachers and support staff as needed.

The strategies we choose are selected from the Sutton Trust toolkit according to their proven effectiveness. Where necessary, staff are trained on whole staff training days to administer them.

External support is involved where necessary.

Do

The subject teacher takes the lead on implementing the plan with the support of additional staff who deliver small-group and one-to-one to support as needed.

Review

The effectiveness of the plan is reviewed. This includes the impact of support and interventions. This is shared with parents. Review meetings usually take place termly.

A further assessment might be carried out if we believe that there is a specific need to address.

Specialist services

Specialist services that we involve in supporting our children with SEND include:

- Educational Psychologist
- Child and Adolescent Mental Health services (CAMHS)
- specialist Local Authority support services, including for hearing and vision impairment
- Speech and Language Therapist
- Art Therapist
- Counselling service.

The SENDCo is responsible for liaising with specialist services and identifying at the beginning of each financial year the budget allocation for those services the school contributes towards.

The SENDCo is responsible for monitoring the use of specialist support and the effectiveness of intervention programmes selected.

Education, Health and Care Needs Assessment (EHC)

Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to your provision map). Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

6. Criteria for Exiting the SEND Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer.

Supporting pupils and families

The SEND Code of Practice 2014 emphasises the importance of parent/carer involvement and pupil involvement throughout the SEN process.

The 'Local Authority Local Offer' [www.kirkleeslocaloffer.org.uk] provides more information about the services that are available across the authority and the information and advice independent of the school that parents can access.

This has been written in a parent-friendly way to enable parents to see clearly what the school offers their child with SEND.

The school supports its families through:

- early involvement through the teacher as concerns emerge
- involvement in the assess, plan, do and review cycle
- consultation about SEND practice on an annual basis and through the parent forum
- parent forum
- providing easy access to the SENDCo
- use of email/telephone/letters to maintain lines of communication
- discussion with parents about targets and 'next steps' on a regular basis.

A summary of this policy is included in the prospectus and the office will make arrangements for accessing the full policy. A translation service can be accessed through the local authority where necessary but staff within School speak the majority of our community languages. These members of staff are available at key times such as open days and parents' evenings to help with translation.

The SEND offer is on the school website and is updated regularly, and parents 5 Element 1 Core Educational Funding Mainstream per pupil funding (AWPU) Element 2 Schools Block Funding Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEND budget.

Top Up funding from the LA to meet the needs of individual children and young people with EHC plans. Element 1 Core Educational Funding Mainstream per pupil funding (AWPU) Element 2 Schools Block Funding Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget. Top-up funding from the LA to meet the needs of individual children and young people with EHC plans are guided towards the LA Local Offer for information about wider services.

In addition to information about the personalised support we offer their child, we also provide information about: a. Our admissions arrangements are available in the Prospectus via the school website. b. Our links with other agencies: referrals are submitted for outreach support for Educational Psychology, School Nurse services and support, ADHD pathway to CAMHS and a Single Point Referral (SPR) for other outreach support, securing parental consent/sharing of information permission and pupil awareness of all referrals. c. Exam

access applications are made on-line by the SENDCo, after screening in summer of Y9. Parents are notified of the outcome of the screening and the Exams Officer is informed. A file of all applications is held in School and available for scrutiny by JCQ inspectors. Further information is available on the School's website within department information on Special Educational Needs and Disabilities, the last tab outlines Assessment and Exam Arrangements, where all the deadlines and procedures are linked to the JCQ website.

Managing medical conditions

Some of our children require medication to be administered during the school day. We have a medical conditions policy (<http://www.nhtschool.co.uk/about-us/policies/>) which outlines our procedures for doing this. We also have a Welfare Officer who deals with day to concerns.

We recognise our duty under the Children and Families Act and liaise closely with our school nurse to ensure that we comply.

Some children have their own healthcare plan which is drawn up with the school Welfare Officer and the involvement of parents. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Transfer

For pupils transferring to another setting, the SENDCo is responsible for making sure that all records regarding SEND are transferred as soon as possible. Where possible the SENDCo should also meet the SENDCo at the receiving setting to discuss any particular issues and the kinds of support and intervention that the child has been getting so far.

Where another person/agency has been working with a family it is also anticipated that they will liaise with the receiving setting to ensure effective transition. Meetings might include parents depending upon the kind of issues emerging. Attendance information is fed to the receiving office by the Attendance/Administrative Team.

The subject teachers, in conjunction with the year teams, have the general duty of ensuring that they feed their comments through to the new school/college through a designated person collating the information. This might include observations from teaching assistants who support in their classes and possibly mid-day supervisors- if the latter is relevant.

The curriculum

All pupils have access to the full curriculum. Children are encouraged to gain confidence in different curriculum areas and mixed ability groups are part of the school's normal working practice in certain curriculum areas and in different key Stages. Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs. SLT, Subject leaders and the SENDCo check planning to ensure that provision and resources are appropriate.

Classroom observations and training help to provide teachers with a range of strategies to enable all pupils to access the curriculum.

Tracking progress

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

Throughout the pupil's time in our setting we continue to ensure that close monitoring of their progress takes place through:

- careful periodic tracking
- discussion during progress meetings of individual pupil performance
- involvement of the SENDCo in senior leadership team discussions when provision arrangements take place.

Working with external agencies

The SENDCo is responsible for liaising with external agencies and support services in respect of children with SEND. This includes:

- meetings with the Local Authority's learning support team to discuss the progress of individual children on SEND support
- regular meetings with the Educational Psychologist
- chairing annual review meetings
- attending Early Help Assessment meetings to provide information on learning and behaviour where necessary.

The Head Teacher /DSL/pastoral manager/SENDCo attend social services and child protection meetings and feed back as necessary.

It is expected that teachers will take the time to provide data and information relating to a pupil's progress and attitude to the SENDCo and other professionals within the school as required being mindful of appropriate deadlines.

Where pupils are dual registered, regular meetings are held between members of staff at both settings to check on progress and consider any changes to arrangements necessary.

Monitoring and evaluation of SEND

The effectiveness of our SEND provision is monitored and evaluated by:

- analysis of individual tracking information
- analysis of trends of pupil groups against national and local authority averages
- before and after surveys and assessment following the use of an intervention programme
- observations of teaching and support
- pupil and parent surveys
- discussions with the parents' forum
- discussions with the school council

- staff evaluations

This information is used to inform the school development plan and policy review. We review our SEND policy annually.

Resources

Funding for SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENDCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this (specify any training relating to SEND).

The school's SENDCO regularly attends the LA's SENDCO network meetings in order to keep up to date with local and national issues in SEND.

Accessibility

We have an accessibility plan that indicates our priorities for the coming year.

We are an inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible wherever possible to all our pupils. The trips and visits co-ordinator

meets with the SENDCo to establish if there might be any difficulties for any pupils taking part in a school visit. Arrangements are made to overcome these.

Complaints

If there is a complaint about SEND provision, parents should:

1. Discuss any concerns with the class teacher/subject teacher.
2. Discuss any concerns with the SENDCo (meeting to be arranged by the school office).
3. Ask for a meeting with both the SLT and SENDCo (meeting to be arranged by the school office).
4. A letter of concern may be sent to the Chair of the governing body or to the SEND governors for the attention of the Chair.

More information

Anti-bullying policy:

Equal opportunities policy:

Teaching and learning policy:

Behaviour policy:

Medical conditions policy:

Admissions arrangements:

Safeguarding policy

Attendance policy