

**QUEEN ELIZABETH HIGH SCHOOL & HEXHAM MIDDLE SCHOOL
HARD FEDERATION GOVERNING BODY**

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

School beliefs and values around SEND

- *Provision for students with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.*
- *All teachers are responsible for the teaching, learning and progress of all students in their class, including those with SEND and who are also supported by specialist staff.*
- *We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Students also contribute their views about the provision provided*
- *We recognise the individuality of each young person and strive to help them to achieve their full potential. Every student is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.*
- *All students have the ability to learn and progress and we work to provide an environment where all young people are valued, their potential nurtured and their achievements celebrated. This policy reflects the SEND Code of Practice, 0-25 guidance)*

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SEND Policy

Introduction

Our school promotes high standards and all students, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with all SEND such as difficulties in the following areas:

- communication and social interaction
- cognition and learning difficulties,
- mental health problems
- physical difficulties which affect learning

- Sensory impairments

We have high expectations of all students and staff and we believe that it is the entitlement of all to have the opportunity to achieve their full potential.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- Focuses on the participation of parents, children and young people (CYP) in decision making
- Focuses on high aspirations and improving outcomes for children
- Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- Gives guidance on publishing Local Offer for support (SEND Information Report)
- Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support (**K on SEND Register**) - replacing School Action and School Action Plus
- For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of SEND

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

(xiii) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

(xiv) 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, or*
- *has a disability which 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*

The definition of disability in the Equality Act (2010) states children with *‘5a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’*. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

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

When students are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Students with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated. When additional specialist advice and support, beyond what is offered in school, is necessary we contact the appropriate external agencies and work closely with them to promote the child’s well-being and development. Our Local Offer provides further information about the agencies we work with.

Identification of Special Educational Need (SEN)

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some students arrive at our school with identified SEN, in which case the SENCO will liaise with the previous middle school or setting to ensure there is a smooth transition and continuity of provision.

If, during a student's time at our school, teachers have concerns about student progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the student's progress compared with peers, national data and expectations of progress.

Following this, and in consultation with all relevant staff at school the student (if appropriate) and the student's parents, a student may then be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their form tutor in the first instance. Alternatively, they may make an appointment to see the SENDCo, Assistant SENDCo or the Pastoral Leader.

Many students may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

SEN Support

Where a child is identified as having SEN we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

An Intervention and Support Plan is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed regularly e.g. termly. Parents are invited to discuss their child's progress and the support and targets at parent's evenings as well as at key times over the academic year.

We adopt a graduated approach with four stages of action: assess, plan, do and review. This means:

- **Assess** - In identifying a student as needing SEN support, the teacher alerts the SENDCO either in person or via email of their worries by means of a '*SEND referral form*'. This document highlights the staff concerns and also gives evidence of strategies that they have already employed to help meet the student's needs in the classroom but recognises further specialist help is or may be needed. The teacher/s working with the SENCO, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from

health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

- **Plan** - Where it is decided to provide additional / SEN support, and having formally consulted with the parents, the practitioner / class teacher and the SENCO agree the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- **Do** - The subject teachers remain responsible for working with the child on a daily basis. With support from the SEND Team, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main-stream, the subject teacher should still retain responsibility for the child's progress. The SEND team should support the subject teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the subject teachers and SEND Team, taking into account the students' parents and the student's views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited at agreed times throughout the year; parents and the child (if appropriate) are invited to meet with relevant school staff so that they can be involved in the assessment of any intervention and contribute to agreed future planning.

QEHS/ HMS's graduated approach to SEN

Level 1:

Quality First Teaching (QFT)

Students receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list (referred to as **N on the SEND register**), their progress being carefully tracked and reviewed.

Level 2:

Additional School Intervention – K on the SEND Register

Continued or increased concern may lead to students receiving additional, timelimited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group (for example the literacy groups in Y9) or one-to-one teaching. The SENCO and subject teachers/literacy coordinator will work closely with any support staff to plan and assess the impact of the support and interventions and link them to classroom teaching. At this stage advice from other agencies may be sought.

Level 3:

High Need – K and E (which may still be S on the SEND Register until conversions to EHC plans are completed)

Where a student continues to make less than expected progress, despite interventions, they receive highly personalized interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies will support this. The SENCO and subject teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, may make an application to the LA for 'Top-Up' funding to help secure the necessary interventions to allow the student to reach his/her potential.

If it is felt the level of need is required longer-term (i.e. beyond 18 years) and even more specialist intervention is required then school and parents will request an Education, Health and Care Assessment from the Local Authority who take the case to panel to decide if this is the right course of action for the child. Parents themselves can also request an EHC Needs Assessment and can lead this themselves.

Home School Partnership

- At our school we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure.
- All parents and/or carers are invited to meet with their child's teachers every year as well as receiving regular reports which detail their child's progress in all subject areas. Parents can email specific concerns to their child's: Form Tutor, Pastoral Leader/Learning mentor, teachers, their child's named LSA and of course the SENDCO.

- Parents of children identified as having SEND are also invited to further consultations throughout the year at pertinent times e.g.in Year 8 before transition to high school in the Spring Term of Year 9 to discuss options when the SENDCO or an Assistant SENDCo will attend meeting with you to offer any support and guidance you may need.
- The SENDCO attends all parent's evenings and will be available to discuss any issues/concerns that arise during that evening having spoken to your child's teachers.
- The SENDCO is also available to meet with parents throughout the school year and can be emailed or contacted by phone to arrange meeting times.
- Parents are invited to feed into the Pupil Profiles and specific target setting every term – this will be arranged and led by your child's 'named LSA'.

Student Views:

Student's views matter to us. All students are aware of their personal targets and learning objectives in lessons and are encouraged to self-review against these in line with our school marking policy. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive. This information is used to update their Pupil Profiles, termly targets and provision.

For their annual review children with Statements of SEN or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the SEND Team.

In order to ensure the most effective SEND provision, the SENCO has the following procedures in place:

- *Weekly meetings with the SLT*
- *Weekly meetings with SEND LSA Team as well as additional meetings with groups/individuals as and when required*
- *Termly meetings with Curriculum Leaders*
- *SEND is regularly on department meeting agendas to discuss children on the SEND register and their provision, as well as further meetings and discussion as required with relevant staff.*
- *SEND CPD for the whole school happens termly*
- *Yearly meetings with the Governor responsible for SEN.*

Staff Development:

The school is committed to providing CPD and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with SEND.

Conclusion:

Our intention is to provide the opportunity for all students, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjunction with other school policies eg.

- Equality policy Statement

Please see school website for details of all other relevant HMS/ QEHS policy documents additionally visit the DfE website for the 'Factsheet for schools on the special educational needs and disability (SEND) reforms' and for the Revised Code of Practice 2014 (January) for further information.

- Northumberland Local Offer
<http://northumberland.fsd.org.uk/kb5/northumberland/fsd/home.page>

SEND Complaints Policy

Please follow the schools complaints policy the necessary forms are on the school website.

Appendix 1 Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

There was a National change in 2014 from the behaviour Emotional and Social Difficulties (BESD) category to Social, Emotional and Mental Health (SEMH) category.

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.