



Special Educational Needs & Disabilities Policy

DRAFT - Currently being updated

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This Policy reflects the Special Educational Need and Disability Code of Practice: 0 to 25 years guidance (July 2014), Children and Families Act 2014 and Equality Act 2010. It should also be read in conjunction with other relevant school policies.

Introduction

Definition of Special Educational Needs from The Special Educational Need and Disability Code of Practice 2014 and Children and Families Act 2014: 'A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has 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.

For children aged two or more, special educational needs provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, maintained post-16 institutions or by relevant early years providers.

Equality Legislation

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. The Equality Act 2010 sets out the legal obligations that: 'Schools must not directly or indirectly discriminate against, harass or victimise disabled children and young people. They 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. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.'

Our School

The school is a comprehensive school with approximately 525 students on role. It is the only school in the local authority to have two resource provisions. It is the Secondary Specialist Provision for students with Hearing Impairment and Physical Impairment. Newsome High School has approximately 50 students on the Special Educational Needs and Disabilities (SEND) Register. There are 32 students who have Educational Health Care Plans (EHCP) for physical disabilities, hearing impairments, specific learning difficulties or general cognitive delay.

At Newsome High School we are committed to the equal inclusion of all students in all areas of school life. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those young people with Special Educational Needs and Disabilities (SEND).

We believe in positive intervention; removing barriers to learning and raising expectations of our students. We work in partnership with parents and other agencies in order to provide a positive educational experience for all SEND students.

The provision is flexible and continually under review and there is a regular recording of the students Special Educational Need, the actions taken and the outcomes.



Our Faculty

The school has a large SEND provision with over 30 members of staff. Within the team, many members of staff hold qualifications in specific areas of SEND. All students have access to the school nurse who is employed through the health authority to support the medical needs of some of the students in the resourced provisions. The school also has a nursing support assistant. Students in both resourced provisions also have access to speech therapy, occupational therapy and physiotherapy as part of their provision. SEND students have access to the new Transitional Learning Centre (TLC) as well as our existing learning rooms, specialist toilets and physiotherapy facilities.

Aims of the Policy:

- To ensure that Newsome High School complies with the requirements of the Childrens and Families Act 2014, the SEND Code of Practice 2014 and other statutory guidance.
- To seek the views of the student and take them into account when making decisions which will affect their time at school.
- To acknowledge and draw on parental knowledge and expertise about their child.
- To ensure that all students have access to a broad and balanced curriculum.
- To ensure students receive a differentiated curriculum appropriate to their age, need and ability.
- To deliver a whole school inclusive approach to SEND.
- To ensure that parents of children with SEND are kept fully informed of their child's progress and attainment.
- To provide a safe, caring and supportive environment which is as unobtrusive as possible and which preserves the dignity of the individual.
- To work with other professional agencies, the LEA and parents in a coordinated partnership.

Objectives of the Policy

SEND provision is recognised by Ofsted as a strength of the school. In order to further develop the provision, the following key objectives have been identified:

- To develop teaching and learning styles so that students with SEND can experience success and make sufficient progress.
- To support continuing whole-school professional development in SEND areas.
- To improve facilities for students with SEND.
- To maximise the potential of ICT for students with SEND.
- To increase curriculum options for targeted groups of students with SEND.
- To raise literacy levels of all SEND students.
- To increase the range of strategies to support students (and their parents) with emotional and social difficulties.

The SENCO is responsible for:

- The day to day operation of the School's SEND Policy
- Coordinating and planning provision for students with SEND, including additional adults
- Advising on and assisting with the identification of students with SEND
- Maintaining the SEND register
- Offering advice and support to teachers regarding all SEND matters
- Special examination arrangements known as Access arrangements for internal and external examinations.
- Keeping parents informed of their child's SEND
- liaising with external and outside agencies
- Updating the SEND Policy
- Transition for SEND students
- Requesting and reviewing all Educational Health Care Plans (EHCP)

SEND Provision



Quality first teaching is used to meet the needs of our SEND students through the use of scaffold and differentiation. *'Every teacher is a teacher of every child, including those with SEND. All teachers are committed to reducing barriers to learning for students with SEND, by planning work which is appropriately differentiated.'*

At Newsome High School, *'teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.'* Code of Practice 2014 (6.36)

In reality this means, where ever possible students with SEND should have their needs met in a mainstream classroom. This means our school is adapted to the needs of wheelchair users and has adapted mobility equipment such as desks that can change height. Wheelchair users have access to all parts of the school via 3 lifts and they also have access to all social areas. Science, PE and technology all have adapted equipment for students with physical impairments.

Hearing impaired (HI) students are supported with carpeted and curtained classrooms to improve acoustics. Where it is necessary for HI students a communicator will sign the lesson and technological devices like radio systems, sound field systems, hearing aids or cochlear implants are commonly used. All members of staff receive annual training on how to support hearing impaired students in their class and around school.

There are a huge variety of enrichment activities that the school provides, that are fully inclusive. This includes a lunchtime disabled sports club and wheelchair basketball which all students, not only those with disabilities can attend. SEND students regularly go out to compete in the local area in sports such as boccia, deaf cricket and deaf tennis.

SEND students are supported through;

- Differentiation
- Appropriate examination options -access arrangements
- Support from support assistants (In class, In small groups and individual support)
- Support from teachers of SEN (in class, in small groups or on an individual basis)
- Specialist dyslexia provision
- Targeted support for dyspraxia, communication difficulties, weak reading and literacy skills,
- Resourced provision base time for hearing impaired students
- Platform for Learning (inclusion) for students who find a mainstream settings difficult
- Support from external agencies.

Admission Arrangements

Places for all students are allocated in line with the whole school admissions policy. To be allocated a place in one of the resourced provisions, a student usually has a Educational Health Care Plan. Transport to and from school, where required, is provided by the LEA for students in the resourced provisions.

English as an additional language

Some students find work difficult because their first language is not English (EAL). They do not have a special educational need, unless they also have a learning difficulty. The SENCO has responsibility for EAL students, liaising with subject teachers to ensure sufficient provision is in place for EAL students. Where it is felt that difficulties relate to an underlying aspect of SEND rather than limitations with the command of English, further assessment is undertaken.

Identification and Assessment

On entry to school, a student with SEND will be identified through:

- Information from the previous school.
- Information from parents.
- National Curriculum results.
- Evidence obtained by staff observation / assessment.



- NFER Cognitive Ability Tests (first half- term in Y7).
- Reading test / spelling test.
- If dyslexia is suspected, a specialist teacher will carry out detailed diagnostic tests with the pupil on an individual basis.
- Consultation with external agencies e.g. LEA educational psychologist.

Occasionally, students arrive without any information from their previous schools. In such situations, a short assessment period takes place to ascertain whether they have any special educational needs.

Once it is decided that a student's needs cannot be met by normal classroom provision, parents are informed and the student is added to the SEND register on SEND Support. The SENCO takes overall responsibility for overseeing the SEND provision.

Request for Statutory Assessment - Educational and Health Care Plan.

The school will request Statutory Assessment from the LEA when, despite sustained intervention, the child remains a significant cause for concern. Parents can also request this. When Statutory Assessment results in an EHCP, the school is given extra funding to help meet the needs of the child as outlined in the Statement. At Newsome, this includes funding of TA and specialist support as well as specific bespoke interventions. The SENCO is responsible for the deployment of the SEND budget, in consultation with the Assistant Headteacher for PDBW. SEND students have a 'My Learning Guide' based on the targets identified in their plan and the level of need.

An Educational Health Care Plan is a legal document which is reviewed annually. All teachers and support assistants are expected to contribute written advice to the Annual Review report for the students that they teach, outlining progress made towards National Curriculum levels and strategies used. The Annual Review in Year 9 will lead to the drawing up of a Transition Plan which will begin to prepare the young person for: employment, further or higher education post-16. The Connexions Service will also be involved at this stage.

'Platform for Learning' (PFL)

This new provision is a vital element of the SEND and Inclusion provision. There is a dedicated provision which is staffed by the inclusion manager, Inclusion Support Officer and SEN teachers. Here, students will have opportunities to improve literacy, numeracy and consolidate learning from other subject areas. PFL is also where students access alternative curriculum, behaviour modification and pastoral support.

Students who are struggling to achieve in specific subjects as a result of social, emotional or behavioural difficulties may spend some time in PFL. Students are referred by individual subject teachers via their Key Stage Leader. Subject teachers are responsible for setting relevant work.

PFL is also designed to meet the needs of a small group of KS4 students who are disengaged with the school curriculum. These students have already had significant intervention from within school and also from a range of external agencies. They will each receive a personalised timetable which encompasses individual needs. This may include work related programmes and engagement programmes.

Support and Advice for Staff

Classcharts and password protected files are used to inform staff of all the students who are on the SEND register. The file can be accessed electronically. It provides details of educational needs and suggests strategies and/or targets and advice that teachers are encouraged to use in their planning for individual students. The 'My Learning guides' for each student can be found in the file and these guides contain detailed information and targets for specific pupils.

SEND staff will liaise with leaders of learning, for different curriculum areas on methods and materials suitable for students with different types of need. They will also liaise with members of staff responsible for the pastoral care of these students.



The SENCO will liaise with the Assistant Head with responsibility for CPD in order to meet the in-service requirements of staff and the induction requirements of students. SEND inset for support assistants is included in the overall school CPD plan.

The SENCO and teachers responsible for the resourced provisions will meet regularly with appropriate external advisers and agencies regarding specific pupils; this advice will be relayed to other staff as necessary.

Partnership with Parents

Newsome High School welcomes parental involvement. The knowledge and understanding of their child is crucial when identifying, assessing and meeting need and planning for the future. Parents are encouraged to contact the SENCO and other SEND staff in order to discuss their child's needs at any time, in addition to regular points of contact e.g. Parents Evenings and Annual Reviews.

External Partnerships

Newsome High School recognises the importance of liaising with external support agencies in order to gain the optimum outcome for students. Where it is considered necessary, colleagues from the following services will be involved with our pupils:

- Educational Psychology
- SENACT
- Kirklees Specialist Provisions
- School Health
- CAMHS
- Educational Social worker
- Westfields KS3 Pupil Referral Unit
- Ethos KS4 Pupil Referral Unit
- Physiotherapists
- Occupational therapists

There are established transition procedures in place for all students with Educational Health Care Plans and those students who are SEND support coming into the school. The SENCO meets regularly with colleagues from the feeder schools to personalise transition visits for individual students.

Governing Body

The SENCO is responsible for reporting to the Governing Body through the PDBW committee meetings and regular governor visits.

Newsome High School SEND Information can be found on the website – The SEND Code of Practice 2014 (6.79) states that:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs (Information) Regulations and reflects the information required for the local offer.'