

SEND Policy

**North
Walsham**
High School

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1. Amendment History

Author	Version	Reason	Date
A Waters	2	Change in SENDCo / amendments to SEND paperwork used by staff (Student Passports)	April 2017
CoG	2	Amendments to lexical choices and sentence structure / changes in wording in relation to the LA involvement with funding	April 2017
Julie Leaver	3	Changes due to new SENDCo and staff structure in the SEND department.	September 2018

2. Linked Documents

Title	File Name	Location

3. Background

This policy is designed to set out North Walsham High School's aims and objectives for SEN/D.

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4. Introduction

4.1 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed. This policy was written with references to both the 2014 SEND Code of practice and the NASEN Help Sheet for updating the SEN policy.

4.2 Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a difficulty accessing the curriculum,

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temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning, in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Students who experience difficulty in accessing the curriculum may also have a particular area of strength. This is addressed through the Higher Prior Attainment Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

*** Throughout this policy, “parents” should be taken to include all those with parental responsibility, including corporate parents and carers.**

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum. (Quality first wave intervention).
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

4.3 Curriculum Support [Provision] is achieved by:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - INSET.
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.

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9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
11. HLTAs, Teaching Assistants and teachers collaborate effectively.

5. Structural Arrangements

5.1 SEND Coordinator:

Mrs Julie Leaver

5.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website and ensuring that all statutory information is published.

Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Line managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.
- Ensuring that the statutory information, including the SEND Local Offer and reporting, is published on the school website.

SENDCo:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Headteacher for the management of SEND provision and the day to-day operation of the policy.
- Managing and developing the roles of HLTAs and Teaching Assistants, through training and Performance Management.
- Screening and identifying students.
- Coordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Pupil Profile Sheets for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.

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- SEND Departmental Practice to include the writing of EHC plans according to the school's SEND Policy.
- Being responsible and accountable for the whole school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCos, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Headteacher forwards to the Governors.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from department capitation.
- Raising awareness, of school responsibilities towards SEND.

Other Staff:

- "All teachers are teachers of special needs"
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the learning support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Differentiating and/or making tasks accessible in line with the students' needs.
- Ensuring that Student Passports are considered in lessons. All students, including those at School Monitoring, Statements or EHCP will have a Student Passport. These are forms of personalised information about a specific student's needs, abilities and provision.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Being fully aware of the school's procedures for SEND.
- Raising individual concerns to SENDCo via the SEND referral system.

HLTAs and Teaching Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Student Passports.
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report, when required.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Review interventions.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, or offer advice, where appropriate.

Other

- Communicate SEND issues to and from the North Walsham High School.

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- Raise awareness of SEND issues at Faculty meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

5.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

5.4 Inclusion

All students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training
- an effective learning environment and good quality advice; the family and community should work together.
- Parents to work in partnership with the school and outside services to ensure that all parties are fully informed of any changes concerning the child.

5.5 Complaints Procedures

Initially, all complaints from parents or carers about their child's SEND provision are made to the SENDCo, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

5.6 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SENDCo reviewing procedures in consultation with subject leaders, and external services.
- Feedback from faculties, external services.
- Number of complaints and compliments received.

6. Identification, Assessment and Provision

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6.1 Identification

The school uses the graduated response as outlined in “The Code of Practice” (2014). To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the school intranet SEND information area.

New Intake Students in Year Seven.

a) Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEND Monitoring or has an EHC plan is referred to the SENDCo. Contact is then made with the primary school. The LA notifies school about students who are transferring with EHC plans in the spring of their year Six. Where practicable, the SENDCo attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENDCo becomes the Lead Professional for the child with an EHC plan. The transition coordinator frequently attends year 5 and year 6, when notified. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Reading, spelling, writing tests
- Cognitive Ability Testing in Year 7
- Tests undertaken by the SENDCo, as identified

Screening in Other Year Groups

- Other screening tests are administered when required by a Specialist Teacher.
- Full transfer of SEND records for all students with SEND needs.
- Dyslexia Screening in-house – this does not lead to an in-house diagnosis.

Staff Observation

- Members of staff consult with the SENDCo if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENDCo may then ask for additional diagnostic assessment to be undertaken by other professionals, if funding permits.

Referrals by Parents or Carers

- A student’s parent may express concern. Once information is gathered the process is the same as for staff referrals.
- Parents will be informed of outcomes.

6.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve expected progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

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Graduated Response

Wave 1 – Quality First (1) teaching by all teaching staff.

Wave 2 - Is initiated where students have failed to make adequate progress as identified by the SENDCo through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- Low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

(1) Quality First Teaching - The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). ... appropriate use of teacher questioning, modelling and explaining. an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS3 Numeracy, Literacy and science booster classes, where appropriate.
- Additional staff training.

Wave 3 - Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the Local Cluster Group to which North Walsham High School belongs.

Statutory assessment/Statements/EHCPs

If a student fails to make expected progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. Students who currently have a statement will be converted to an EHC plan over time. The SENDCo is responsible, on a daily basis, for providing support and mentoring and allocating students with statements or EHCPs a specified amount of support. The amount of support is determined by the outcomes within the statement or EHCP. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

6.3 Reviews

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The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded on Provision Maps, reflecting the provision that is additional to, or different from, normal differentiated provision.

Contents of the Student Passports include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- How the student learns best
- Data referring to attainment and specific needs
- Provision Mapping

The Student Passport is communicated to all staff who support the student's learning, and to the parents or carers and the student.

6.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed by the school on a regular Assessment Point Cycle across the whole school as well as Student Passport reviews three times a year, screening tests, where requested and where deemed necessary by the SENDCo.

Where the allocation of financial resources has not proved to be effective in raising academic attainment immediate remedy and alternate strategies are pursued.

6.5 Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual department at NWHS to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND Department.

6.6 Provision of Curriculum Support

The SEND Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher.

The SENDCo can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

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Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with North Walsham High School's inclusive ethos. In agreement with the student and the student's parents, it may be decided that a student is withdrawn from a specific activity if the student's special educational needs or disability deem this necessary.

d) In-service Training

- Individual departments can ask for INSET from the SENDCo as required, for specific purposes or generic training.
- Whole school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

6.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Funding for specific students, where available from the Local Authority, to meet their assessed needs.
- Delegated and designated budgets.

Capitation:

- The SENDCo is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

7. Partnership

7.1 In school

- The SENDCo liaises closely with individual Senior Leaders and faculty Heads. Information and concerns are always discussed with the appropriate member of staff.
- Systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

7.2 Parents

We actively seek to work with parents / carers and value the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening in the winter term prior to transfer.
- Half termly coffee mornings for Parents as a drop in for information and support.
- In November and June Pupil Passport evenings are held so that Parents can discuss or amend their child's pupil Passport.

7.3 Students

North Walsham High acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.

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- Students have a key worker allocated to them who will attend all Reviews and support them in working towards their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.
- Students views will be obtained on a yearly basis in regards to their views on the SEND department.

7.4 External Support

The school aims to work in partnership with other services in order to provide an integrated support based on the needs of the student.

The main external support services include (this is not an exhaustive list):

- The Educational Psychologist
- The Child and Adolescent Mental Health Service (CAMHS)
- Children in Need
- The School Nurse
- Counsellor
- The Educational Welfare Officer
- Ethnic Minority Service
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- The Benjamin Foundation
- Short Stay Schools

7.5 Between Schools

The SENDCo liaises with other SENDCos:

- From local secondary schools to discuss local and national SEND issues.
- Through regular SEND Cluster meetings.
- At LA run 'SENDCO network' meetings.
- On the transfer of a student with SEND.
- Through the national DfE hosted 'SENDCo forum' mailing system.

7.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENDCo deals with specific SEND enquiries. Additional induction days are offered as required for all students with SEND and vulnerability factors. The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last review is forwarded to Post 16 placements along with paperwork in regards to Access Arrangements, if applicable.

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