



North Leamington School

SEND Policy

September 2018

1. Aims

North Leamington School is a fully inclusive environment where we aim to identify educational needs effectively and provide the support necessary to enable pupils to make progress. The whole staff work collaboratively to ensure that barriers to learning are removed and students are enabled to achieve.

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and the SEND Information Report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND Information Report

This policy also complies with our funding agreement and articles of association as an Academy.

3. Definitions

A pupil has SEND, if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Jane-Anne Bird.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Coordinate appropriate CPD/training for all staff, and advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEND policy
- Acting on advice and assessment outcomes provided by the SENCo/IEN specialist staff
- Identifying SEND concerns, and liaising with IEN specialist staff.

5. SEND information Report

See Appendix 1. The SEND Information Report can also be found on the school's website from the "Curriculum" – "IEN Faculty", the "parents" and the "about us" tabs.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to:

- SEND Information Report
- Accessibility plan
- Behaviour for Learning Policy
- Equality and Diversity Policy
- Child Protection Policy
- Supporting students with medical conditions policy
- CPD Policy
- Curriculum Policy

This Information Report is guided by the principles of the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND Information Report

At NLS all students are valued equally. We recognise that students with special educational needs and/or disabilities (SEND) given the right environment and support will find a successful way in the world.

At NLS every teacher is a teacher of SEND through effective **wave 1 teaching**. The whole school commitment to SEND provision entails regular training for all staff.

The IEN (Individual Educational Needs) Faculty has been developed to provide the additional and different support students with SEND may need. This includes physical adaptations.

SEND Provision:

North Leamington School provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

All teaching staff and support staff are aware of the school's procedures for identifying, supporting and assessing and making provision for students with SEND. All teachers are responsible for planning an inclusive curriculum and acting as the primary source of support for students with SEND. All teaching staff and Teaching assistants (TAs) have training throughout the year on how to provide wide curriculum and how to meet the learning and social needs of students with SEND.

Identifying students with SEND and assessing their needs:

We assess each student's current skills and levels of attainment on entry. Class teachers make regular assessments of progress for all students and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We employ a range of assessment methods for identifying SEND:

- GL Dyslexia Portfolio
- DRA (Diagnostic Reading Analysis)
- DASH (Detailed Assessment of Speed of Handwriting)
- Word Chains (measuring processing speed)
- WRAT 4 (measuring decoding and spelling skills)
- Goodman's SDQ (Strengths and Difficulties Questionnaire) to identify students with mental health needs.
- The Boxhall Profile supports which intervention we put into place for students with social and emotional difficulties.

A HLTA (higher level teaching assistant) is qualified to screen for specific learning difficulties. This is not the same as a diagnosis but indicates where strengths/weaknesses lie, so that appropriate advice can be given to teachers and interventions put in place where needed.

Consulting and involving students and families:

Our partnership with families is very important to us. The school has many forums for parents/carers to be included in their student's school life.

The IEN Faculty holds regular forums for parents and carers to meet and share experiences. We maintain regular contact with parents and carers, encouraging them to contact us with any concerns as soon as they arise.

We discuss concerns with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the student
- everyone is clear on what the next steps are.

Assessing and reviewing students' progress towards outcomes:

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

Subject teachers work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- teachers' assessment and experience of the student
- their previous progress, attainment and behaviour
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the student's own views

- advice from external support services, if sought.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

SEND students' levels of achievement are tracked, as all students are, to monitor progress towards their target outcomes, which include personal life skills as well as exam grades/qualifications.

Our approach to teaching students with SEND:

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students by:

- ensuring knowledge and understanding of students' individual needs including medical ones
- adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- adapting the environment, for example seating plans, bespoke furniture.

The IEN Faculty supports teachers with preparation and planning for SEND students. Teachers at NLS understand their responsibility to SEND students and remain in charge of their subject provision, even when a teaching assistant is deployed.

TAs (teaching assistants) are linked to department areas according to their specialism, providing advice to teachers and differentiating tasks as required. They are deployed to class groups, where there is a high level of need, so that the teacher can successfully support and assess all students in the class.

All students with Statements/EHCPs and those with other high level needs have a key TA and/or other IEN worker, who supports their provision across the curriculum. This ensures that each student with SEND has an advocate and additionally someone who can identify other students in their teaching group who may have overlooked needs.

Accessibility:

The school aims to be fully accessible for pupils with disabilities. There are lifts and ramps in all buildings. A bridge links three of the Faculty buildings at first floor level. The IEN Faculty supports movement around the site or provides alternative rooming if necessary. A key part of the Equality Act is

"... extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following the ... consultation on implementation and approach, this duty was introduced in September 2012". (DfE website)

Our extra-curricular activities and school visits are available to all our students. All students are encouraged to go on our residential trips and take part in sports day/school performances etc. No student is ever excluded from taking part in these activities because of their SEND.

We have a zero tolerance approach to bullying and address incidents in line with our Engagement for Learning Policy.

Medical Needs:

The IEN Faculty also takes a lead role in ensuring that students' medical needs are correctly managed. Our Welfare Assistant works with families to keep medical records and medication updated and regularly circulates information to all staff as required to ensure the safety and health of our students while they are in school. Further information can be found in our Medical Protocol.

Additional support for learning:

The IEN Faculty staff are trained and experienced in supporting SEND including autism (ASC), AD(H)D, SpLD (dyslexia, dyspraxia/DCD), visual impairment, hearing impairment, physical disability, acquired brain injury, attachment disorder, social and emotional difficulties, mental health difficulties.

Through Annual Reviews of Statements/EHCPs and review meetings with the IEN key worker, individualised outcomes for a student are discussed and ways to achieve those outcomes planned.

Access Arrangements for exam work are applied for after specific internal testing has taken place: this may lead to extra time, a reader or scribe for all exam work in Year 11. A HLTA with the relevant professional qualification and experience carries out this work and liaises with the exams' officer and SENCo.

Interventions:

As well as employing the IEN staff expertise in/for the classroom, a range of interventions are available including Lego Therapy, COMP (a movement intervention), self-esteem, social skills and communication groups. 1:1 mentoring is very common, helping students to organise for school and life, supporting them through difficult times eg a bereavement or targeted exam preparation.

High Needs Support:

A few students may require 1:1 support. Costed IEPs (an application to the LA for extra funding) are used to target what we aim to be a short-term intervention, until we have created an environment around that student that means that they can learn without such a level of adult help.

Additional support is also provided at social times in our specialist rooms with a focus on social interaction led by IEN staff.

Working with other agencies:

Where the SENCO and IEN staff are unsure of the best route for an individual or groups of students, we seek other expert advice from specialists, such as Warwickshire local authority support services, SENDSupported (specialist support service including autism), IDS (Integrated Disability Service), EPS (Educational Psychology Service), and the NHS physio- and speech and language therapists, CAMHS and the school's health service.

Where students are having ongoing difficulties, these specialists support us with thorough assessments to gain as much information as possible about the young person. Parents/carers are fully involved in this process.

Transition

We work closely with our primary school partners to ensure transition is as smooth as possible, and across our own Sixth Form and with Warwickshire College and other further education providers to support students into the post-16 phase of their education. We share information with the school, college, or other setting the student is moving to/from, as agreed with

parents/carers and students. Our CIAG (Careers Information, advice and guidance) department works with us to ensure best practice for preparation into adulthood.

Evaluating the effectiveness of SEND provision:

We carefully and regularly monitor and review our work within the whole school's systems, which includes "student voice". Our graduated response ensures that we move students on to the next level of support where required, and where we have evidence of positive impact allow the student greater independence.

We evaluate the effectiveness of provision for students with SEND by:

- Regular review of the school's SEND policy (available on the school's website)
- reviewing students' individual progress towards their goals each term
- monitoring data tracked by school on 10-weekly cycles
- reviewing the impact of interventions after 6/10 weeks
- using student and family questionnaires
- holding annual reviews for students with statements of SEND or EHC plans

Complaints:

If parents/carers do have a complaint, they should contact the Faculty Leader responsible for the subject or the College Leader if it relates to social times/a pastoral issue, and copy in the SENCo. If you are not happy with the response, please contact Mrs Mitchell via her PA, Jodi Brandsma jbrandsma@northleamington.co.uk

School SEND Contacts:

All of our SEND provision is overseen by a qualified and experienced SENCo, who meets at least every term with the SEND Governor.

Designated SENCO: jbird@northleamington.co.uk

SEND Governor: rfreeth@northleamington.co.uk

Other SEND Information

Additional information about external SEND support can be found at:

www.warwickshire.gov.uk/send

www.family-action.org.uk/what-we-do/studentren-families/special-educational-needs-services-studentren/warwickshire-parent-partnership-service/

<https://www.warwickshire.gov.uk/fis>

<http://www.coreassets.com/what-we-do/independent-support-service/>

<http://www.specialneedsjungle.com/> www.autism.org.uk

www.warwickshireSH&WService@compass-uk.org

<https://sendsupported.com/>

Approval and Review

This Policy is reviewed in discussion with staff and governors.

Effective from: September 2018

Approved by:

Review date: September 2018

Review leader: H Jones / JA Bird