



SEND Policy

Nominated Lead member of staff: Mr Adam Whitehead
(Teacher i/c SEND, LAC & Inclusion)

Lead Governor available on request

SEND POLICY CONTROL DOCUMENT			
Document title:	SEND Policy		
Author (name & job title):	Andrew Jordon (Executive Principal)		
Version Number:	V3		
Date Approved:	Oct-18		
Approved By:	NET Board		
Date of Next Review:	September 2019		
DOCUMENT HISTORY			
Version	Date	Author	Note of revisions
V1	September 2016	S Dunston	Policy Review - no revisions
V2	September 2017	S Dunston	Policy Review - update on legislation
V3	July 2018	A Jordon	Policy Review - incorporating new staff structure

PRINCIPLES:

Northern Education Trust Dyke House is an academy school within Northern Education trust (NET) which actively seeks to include students from all cultures and backgrounds regardless of race, gender, ability or social and economic background. We believe that students with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and to be educated alongside peers in their local community mainstream school wherever possible in accordance with the DFCS Special Educational Needs Code of Practice 0-25 years (January 2015).

We constantly focus on standards as we understand outcomes are paramount. Our decision making is driven by what is best for children. By doing this we enhance the life chances of the children and young people in our care

“ Outcomes focused, child centred”

The college believes that all students should be encouraged and enabled to realise their full potential academically, socially, emotionally and physically according to their age, aptitude and ability.

We further believe that all students should feel respected, in order that their self-image and self-esteem is enhanced in a safe, happy and nurturing environment. The views, opinions and feelings of our students are important and valued and we firmly believe the role of parents and carers is vitally important in supporting their child's learning.

All teaching staff at Northern Education Trust Dyke House teach students who have SEND and are accountable and responsible for their progress, attainment and enjoyment.

Aims:

- The staff and Academy Council Northern Education Trust Dyke House support a whole school approach to special educational needs. We work together as a team, collaborating all that we do for the benefit of all children.
- We believe in a fully inclusive approach.
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning.
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.
- Through using guidance, nurture, support and challenge, we will enable all children to fulfil and reach their potential.
- We aim to assist students overcome barriers to learning
- We will aim to help students make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives:

- To identify and provide for students with special educational needs and additional needs (in consultation with parents, teachers, the SENDCo and outside specialists where appropriate).
- To work within the guidance provided in the SEND Code of Practice 0-25 years (Jan 2015)
- To operate a 'whole Student, whole school' approach to the management and provision of support for SEND.
- To have a designated SENDCo who will work within the SEND inclusion policy and co-ordinate provision.
- To provide support, training and advice for all staff working with special educational needs students.
- To develop and maintain partnerships and high levels of engagement with parents.
- To ensure access to the whole curriculum for all students.
- To improve standards of achievement of students by raising their expectations and what is expected of them.
- To enable all students to achieve their full potential in examinations.
- To encourage, develop and strengthen links with special schools and shareholders in the immediate and wider community.
- To continually monitor the progress of all students, identify their needs at the earliest stage and to support students as early as possible.
- To involve parents/carers/external agencies at every stage in plans to meet their child's additional needs
- To involve students themselves in planning and all decisions that may affect them.

Roles and responsibilities for SEND provision

ROLE	DESIGNATED PERSON(S)
<i>SENDCo</i>	Mr A Whitehead
SEND Governor	Mr Paul Maddison
Inclusion Co-Ordinator	Mr D Evans
High level Teaching Assistant i/c Lexia	Mrs L Mason
SEND Teaching Assistants	C Burdon, G Haggar-Citro, F Johnson, K Boylan, D Lott, J McNamee, J Pritchard, V Palmer & M Butcher
Designated Teacher for Child Protection	Mrs A. Johnson
Designated Teacher for children who are looked after (LAC)	Mrs A. Johnson

Identifying Special Educational Needs and Disabilities:

The definition of Special Educational Needs taken from the Special Educational Needs Code of Practice 0-25 years is:

- A child or young person has SEND if they have learning difficulty or disability, which calls for special educational provision to be made for him or her.

It continues,

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 the same age or
- Has a disability that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Section 6.25 – 6.32 of the Code of Practice identifies 4 broad categories of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

As such, all children who require school support must be registered under one of these categories. In addition we will monitor those children who we feel have an additional need but do not meet the threshold for School Support on our in-school Additional Needs Register. (ANR)

At Northern Education Trust Dyke House we also identify the needs of students by reviewing their 'whole needs' and not just SEND requirements.

Graduated Approach to SEND Support

STAGE	PERSON RESPONSIBLE
1. Staff and/or parents to initially highlight concerns to SENDCo, who will offer advice, support and strategies that can be put into place within the classroom as part of Quality First Teaching and differentiation.	SLT including SENDCo and Inclusion Co-Ordinator Learning Managers (LM) Heads of Department (HOD) Teaching staff
2. Identify what the barrier to learning is and discuss strategies for Quality First Teaching. Monitor intervention and impact.	SENDCo (SLT) and Inclusion Co-Ordinator SLT at Vulnerable Students meeting Teaching staff Teaching Assistants
3. Identification of students who continue not to make progress despite Quality First Teaching Strategies and identify further assessment/intervention. At this stage the ASSESS-PLAN-DO REVIEW process has completed one full cycle and the child is placed on the SEND register.	SENDCo (SLT) and Inclusion Co-Ordinator LM HOD SaLT External agencies
4. Implementation of further intervention and outside agency involvement recommendations.	SENDCo (SLT) and Inclusion Co-Ordinator LM HOD Teaching staff Teaching Assistants
5. Monitoring of impact and progress to inform future provision, intervention. SENDCo is informed at all stages.	SENDCo (SLT) and Inclusion Co-Ordinator LM HOD Teaching staff Teaching assistants

Identification and Review:

Identification of students needs will be achieved prior to entry to the school where possible, through liaison with partner primary schools and link special schools. Teacher assessment and test results are used to assist identification.

All students are assessed on entry to the school using the CAT tests and reading tests using the Suffolk Reading Test. Identification will also take place by diagnostic testing, National Curriculum assessment and by the observations of teachers, parents and non-teaching staff. Teachers, students and parents will be able to nominate themselves/their child for screening and diagnostic assessment.

The SEND procedure will allow for the initial identification of SEND students in line with the code of practice. Where appropriate external agencies will also be involved in diagnostic testing.

Students needs will be reviewed via regular SEND meetings in line with SEND support in school and Educational, Health and Care Plan (EHCP) Stages of the Code of practice. At both stages parental, student and staff views will be sought and individual education plans (IEPs) drawn up and reviewed at regular intervals. All staff will have a copy of an individual strategy sheet for each student. The teachers of students at both stages will refer to individual strategy sheets on a daily basis and implement them into their lessons in order to help students access the lesson. TA support will also use these strategy sheets and record achievement and students' progress on a regular basis. All staff are responsible for the implementation of such plans in their curriculum areas. The aim is to have an inclusive not exclusive system as this is of most value in meeting the needs of students.

In addition, some students will be placed on the school's additional Needs register (ANR) to ensure their needs are met. All these students will have an individual strategy sheet and the majority will also have an Individual Educational Plan. All these students will be monitored and reviewed termly.

If progress is made students will move down a stage or off the SEND register and parents informed. If little or no progress is made steps will be taken in line with the Code of Practice to move them to the relevant stage.

SEND information will also be held on a school SEND provision map, which will be updated by relevant staff on a regular basis.

ASSESS – PLAN - DO – REVIEW PROGRESS**STAGE****PERSON RESPONSIBLE****ASSESS:**

- Teacher’s assessments and experiences of the student
- student progress, attainment and behaviour
- The individual development in comparison to their peers
- The views and experiences of parents/carers
- Advice and support from external support agencies (as appropriate)

SLT including SENDCo and Inclusion Co-Ordinator
LM
HOD
Teaching staff
Teaching Assistants
Parent/Carers
Outside agencies

PLAN:

- Teacher to plan highly differentiated lessons in conjunction and support with the SENDCo. (What changes will we make to teaching and learning to ensure the student’s needs are catered for in the classroom. This may include resourcing)
- All staff working with the student to be made aware of the individual needs (shared IEPs and Strategy sheets)
- The plan for targeted provision will be discussed with the parents, the student and the subject teachers. Once this has been decided class teachers retain the responsibility for the student even when the student is undertaking targeted provision away from the classroom and supported by another adult (this provision must be connected to the whole class learning and teacher must be fully aware of the activities and delivery of the provision so that they can incorporate the progress the child has made in such additional intervention into whole class activities when they return)

Teaching Staff
Teaching Assistants
SENDCo and Inclusion Co-Ordinator
Parents/Carers
Students

<ul style="list-style-type: none"> ▪ Training to be put in place where appropriate ▪ Timetabled targeted intervention which is monitored regularly ▪ Class teachers to provide planning time to support staff in implementing interventions ▪ Teachers to take responsibility for monitoring progress ▪ Clear objectives to be explained to the child to impact on clear expected outcomes – additional provision that cannot be catered for by Northern Education Trust Dyke House will be considered if recommendations from outside agencies indicate this <p>DO:</p> <ul style="list-style-type: none"> ▪ The class teacher to be at the centre of the day – to – day responsibility for working with all students including those identified with SEND ▪ Teachers to have access to joint planning time with support staff ▪ Intervention to be completed and recorded effectively so that teacher can have access to all work carried out and can therefore make informed judgements on progress made ▪ On – going assessments of students with SEND is the responsibility of the class teacher and feedback to the SENDCo should occur when issues begin to emerge, it is not necessary to wait until review meetings 	
<p>Review:</p> <ul style="list-style-type: none"> ▪ Termly review meetings will be held to help track the progress of SEND students to assess if they have achieved the target set during the plan stage. Discussions may include: ▪ Evidence of progress will be taken from a variety of sources such as observation, 	<p>Teaching Staff</p> <p>Teaching Assistants</p> <p>Outside Agencies</p> <p>SENDCo and Inclusion Co-Ordinator</p>

<p>work scrutiny, assessment of work, use of assessment, standardised tests.</p> <ul style="list-style-type: none"> ▪ If the student is on track to meet their end of year target ▪ Is there improvement in their former rate of progress? ▪ Has there been a generalisation of skills developed during intervention which have been transferred back into the classroom? ▪ Responses of students and parents shall also be considered <p>If, as part of the review of the cycle, it is felt that this cycle is still not achieving the desired outcomes for the student despite all of the above actions being completed thoroughly, an Education, Health and Care Plan (EHCP) may be considered. If this is successfully applied for then:</p> <p><u>Students with an Education Health and Care Plan</u></p> <ul style="list-style-type: none"> ▪ All adults working with the student that has an EHCP must read the plan and be familiar with the content ▪ A clear range of strategies and approaches to support class differentiation are implemented ▪ Teachers must monitor progress towards meeting agreed outcomes regularly, adjust planning where needed ▪ SENDCo to monitor progress termly with relevant staff, parents and students ▪ SENDCo to hold annual review meetings in accordance with SEND CoP 2015 	<p>Parents/Carers</p> <p>Students</p>
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The Range of Provision

First Stage Support – Wave 1

High quality, individualised, classroom teaching (Quality First Teaching) is the responsibility of all teachers to all students. The progression of SEND students is the responsibility of each classroom teacher and notice must be taken of the objectives and support agreed in EHC plans and Student Passports where appropriate. Classroom teachers should identify the barriers to learning in their subject and ensure that differentiated teaching and learning activities are deployed to reduce and remove these barriers.

Second Stage Support – Wave 2

Where a student fails to make adequate progress and continues to struggle as a result of their SEND need, wave 2 support and intervention will be deployed. Identification of wave 2 support and intervention will be carried out:

- By classroom teachers who will pass their concerns to Achievement Leaders and/or the SENDCO
- Through the analysis of reports and data which shows that students are failing to make adequate progress
- Through parental liaison
- Through information passed during transition

It is the responsibility of classroom teachers to identify when a student requires additional support in their subject areas. It is the responsibility of the SENDCO and Achievement Leader to co-ordinate this support. The SENDCO and Achievement Leader will regularly meet to discuss the progress of those students who require wave 2 support.

Third Stage Support – Wave 3

When a student struggles to make progress, despite additional provision through wave 2, then third stage support (wave 3) will be implemented. This support will be sourced and co-ordinated by the SENDCO and all students who require wave 3 support will have a Student Passport. Wave 3 support can include:

- Specialist assessments and guidance from the SENDCO and/or outside agencies
- High level in school support via the SEND area
- Modified timetables and the use of in school support bases
- Additional staff training and development (both internal and external)
- Personalised provision which meets the learning and social needs of the individual students
- Request for a statutory assessment via the Hartlepool SEND Panel
- Revision to an existing EHC Plan

INSET AND TRAINING:

In service training in SEND is encouraged. The NET body ensures that money is available for training in SEND, but resources are also available through the LA. Training needs can be identified from a number of sources i.e. when a member of staff highlights a specific problem, when interest is initiated concerning existing difficulties i.e. AD/HD, dyspraxia and particularly to meet inclusion needs.

The SENDCO provides SEND training for members of staff following ITT, NQT and GTP programmes annually as well as ongoing whole school and departmental training as part of the College CPD programme.

SUPPORT SERVICES:

Full and appropriate use is made of all LA and other Support Services available to the school. This includes:

- Educational Psychologists
- Alternative Educational Provision
- Specialist Social Workers
- Health Authority (including School Nurse)
- Youth workers
- EAL Services
- Hearing Impaired Services
- Speech and Language Services – Extended Services Contract
- Visual Impaired Services

There is a specific allocated time from some of these agencies, however they do try to meet the needs of the school population.

COMPLAINTS:

Any complaints regarding SEND will follow the same procedure as all complaints in the school.

STORAGE AND MANAGING OF INFORMATION:

All information is treated with the highest level of confidentiality and is in line with the school's policy on data protection and storage of information.

REVIEWING THE POLICY:

The SEND policy will be reviewed annually.

Next Review: September 2019