

SEND

Policy

2021/2022

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

Date of Approval:	07/10/2021
Approved by:	Local Academy Board
Date of next Review:	September 2022



Heworth Grange
School

Enriching Lives, Inspiring Ambitions

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1. Special Educational Needs Team:

Our Special Educational Needs Team at Heworth Grange are the following:

SENDCO: Mrs J Mitchell.

SEND teaching assistants: Mrs D Abrahamson, Mrs A Turnbull, Ms A Mills, Mrs G Henderson, Mrs Z Amine, Mr J Breakingbury, Mrs D Hall, Mrs N Pinkney, Mr A Gray, Miss C Vaughn, Mrs L Ambler.

Designated Academy Board Member linked SEND: Mr S Bhopal.

This document should be read in conjunction with the following:

- Special Educational Needs Code of Practice
- Special Educational Needs and Disability Act 2001
- LEA Policy and Guidelines
- Gateshead LA SEND Professionals' Handbook
- Inclusive Schooling: Children with SEND (2001)
- Accessible Schools (2002)

And school specific policies on:

- Teaching and Learning
- Assessment
- Behaviour
- Safeguarding
- Anti-Bullying
- Equal Opportunities

2. Aims

Our aims are:

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a scaffolded curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEND provision is completed as early as possible.
- To ensure students with SEND take as full a part as possible in all school activities.
- To ensure that parents/carers of students with SEND are kept fully informed of their child's progress
- To ensure that students with SEND and their parents/carers and carers are involved, wherever practical, in decisions affecting their SEND provision.

We recognise that many students will have special needs and/or disabilities at some time during their school life. Our overall aim is to ensure that all children are supported as necessary in order that they may work confidently towards reaching their full potential. In implementing this policy, which reflects the philosophy and fundamental principles of the Code of Practice, we believe that students will be helped to overcome their difficulties.

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of students.

To achieve our main aims, it is necessary to:

- Adopt a whole school approach to identification, assessment, and provision for children with special educational needs and disabilities,
- View our special needs provision as an on-going, development process
- Provide appropriate support from the Learning Support Teacher in the designated classroom, which enables all children to have access to the whole curriculum, including the National Curriculum.
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum

- Incorporate special educational needs and disabilities procedures including individual education health care plans (EHCP) into curriculum planning
- Develop an effective partnership between school, parents/carers and outside agencies
- Encourage children and parents/carers to participate in decision making about provision to meet their special educational needs and disabilities
- Ensure that the assessment and record-keeping system provides adequate means of recording both attainment and achievement and gives sufficient information for careful planning at every stage
- Involve the Local Academy Board and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs and disabilities work as team with the school's main aims in mind
- Monitor those procedures which have been put into place to ensure children with SEND make significant progress as they move through the school

3. Definitions

“The Code of Practice sets out guidance on policies and procedures aimed at enabling students with SEND to reach their full potential, to be included fully in their school communities and to make a successful transition to adulthood. For the vast majority of children their mainstream setting will meet all their special educational needs and disabilities. Some children will require additional help from SEND Services or other agencies external to the school. A very small minority of children will have SEND of a severity or complexity that requires the LEA to determine and arrange the special educational provision that their learning difficulties call for”.

(SEN Code of Practice, Paragraph 1:2)

Definition of Special Educational Needs in the SEND Code of Practice

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, **or**
- 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 in schools within the area of the local education authority.

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
For children under two, educational provision of any kind.

(See Section 312, Education Act 1996)

Definition in the Disability Discrimination Act 1995

“A person has a disability for the purpose of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities”.

Section 1(1), Disability Discrimination Act 1995

A child may be covered by either one or both of the above definitions.

4. The Special Educational Needs Code of Practice

Heworth Grange will have due regard for the SEND Code of Practice when carrying out duties towards all students with SEND those parents/carers are notified when SEND provision is being made for their child.

Areas of Need

The SEN Code of Practice identifies four distinct areas of special educational needs. Children may have needs that fall within one area or have needs that fall across two or more. The nature and severity of the needs will impact to varying degrees upon

the child's ability to function, learn and succeed. The identified areas of need are:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical.
- Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEND.

Communication and Interaction

Children may have speech and language delay, impairments or disorders, specific learning difficulties E.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia and dyspraxia.

Social, Emotional and Mental Health

Children may be withdrawn or isolated, disruptive, or disturbing, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

Sensory and/or Physical

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological, or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue. Children experiencing difficulties in any one or a combination of these areas may be registered on either the school's Medical Register or SEND list or both.

Admissions

The Local Academy Board believes that the admission criteria should not discriminate against students with SEN and has due regard for the practice advocated in the Code of Practice. (Ref: SEN Code of Practice, Paragraph 1:33)

Inclusion

This policy builds on the school's Inclusion Policy, which recognises the special educational needs of children should normally be met in mainstream schools or settings and that all children have an entitlement to a balanced, broadly-based curriculum. This policy reinforces the need for teaching which is fully inclusive.

Allocation of Resources

The Local Academy Board will ensure that resources are allocated to support appropriate provision for all students requiring SEND support and in meeting the objectives set out in this policy. Arrangements for the funding of students with a Statement of SEND will vary.

5. Roles and Responsibilities

The Local Academy Board

The Local Academy Board, in consultation with the Head teacher, determines the school's general policy and approach to provision for students with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. In addition, having regard to the Code of Practice:

- Ensures appropriate provision is made for any child with SEN
- Ensures all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Local Academy Board to oversee SEN provision

- Ensuring that students with SEN are fully involved in all school activities
- Ensures they are fully involved in developing and subsequently reviewing SEN policy
- Reviews the allocation of resources for SEND from the school's developed/delegated budget

The Head teacher

The Head teacher's responsibilities include:

- The day-to-day management of the school including the SEN provision
- Keeping the Local Academy Board well informed about SEN within the school
- Working closely with the SENCO/SEN team
- Informing parents/carers of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Head teacher and Local Academy Board to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating the provision for students with SEN
- Liaising with and giving advice to fellow teachers
- Managing teaching assistants (TAs)
- Overseeing students' records
- Liaising with parents/carers
- Contributing to the in-service training of staff
- Liaising with external agencies, LEA Support Services, Health and Social Services, Connexions
- To lead, in consultation with SEND specialists, on the development of targets at school action plus
- Ensuring liaison with parents/carers and other professionals in respect of children with SEND
- Advising and supporting other practitioners in the setting
- Ensure that relevant background information about individual children with SEND is collected, recorded, and updated
- Collaborating with Heads of Department, literacy and numeracy co-ordinators and pastoral colleagues to ensure all available resources are used to maximum effect.
- The Local Academy Board (Management Group) and Head teacher (Head of Setting) will give due consideration to the SENDCO's timetable and allocate appropriate non-contact time to enable the SENDCO to fulfil the main responsibilities of the role. The Local Academy Board (Management Group) will also ensure that the SENDCO has an appropriate level of administrative support to ensure that the role can be exercised efficiently and effectively.

The Class Teacher / Subject Teacher

- The SEND Code of Practice clearly acknowledges the important role fulfilled by the class or subject teacher, whose responsibilities include:
- Being aware of the school's procedures for the identification and assessment of and subsequent provision for students with SEND.
- Working with the SENDCO to decide the action required to assist the student to make progress
- Working with the SENDCO to collect all available information on the student
- In collaboration with the SENDCO, develop targets for students with SEND (School Action)
- Working with SEND student daily to deliver the individual programme set out in the EHCP / Single Plan
- Developing strong relationships with parents/carers
- Encouraging students to participate in decision-making
- Being involved in the development and review of the school's SEND policy.

6. Identification, Assessment and Provision – Whole School Approach

At Heworth Grange we have adopted a whole school approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully included in mainstream classes. The school makes every effort to ensure students with

SEND have full access to the National Curriculum and that they are actively involved in all aspects of school life. The SEND Code of Practice makes it clear that all teachers are teachers of students with special educational needs. At Heworth Grange we recognise that all teachers are responsible for identifying students with SEND and in collaboration with the SENDCO, for ensuring that those students requiring different or additional support are identified at an early stage.

Identification and Assessment

The school recognises the importance of early identification, assessment, and provision for children with special educational needs. To assist in the early identification of these children, the school uses a variety of assessment and screening tools, which, together with National Curriculum assessment, enable the school to assess children's achievement and evaluate their progress. The school makes full use of information that is passed on when children transfer between phases or moves in from another school and is responsive to any information or expressions of concern passed on by parents/carers. The school will carry out screening and assessment and monitor student progress using:

- Evidence obtained by teacher observation/assessment
- Baseline Assessment
- PIPs Data
- PIVATS Data
- Continuous Teacher Assessment
- Monitoring Reports
- Information from other schools
- Information from parents/carers/carers
- Information from children

SEN Provision

On entry to Heworth Grange each child's attainment will be assessed in order to ensure continuity of learning from Primary School or following transfer from another school. For students with identified SEN, the Head teacher, SENCO, Literacy and Numeracy Co-ordinators and pastoral colleagues will:

- Use information from the Primary School to shape the student's curriculum and pastoral care
- Identify the student's skills and note areas that require support
- Ensure assessments inform future learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subject areas and in the pastoral programme
- Involve students in planning/agreeing their own targets by formulating a Pen Portrait
- Involve parents/carers in a joint home-school learning programme

The Range of Provision

The main types of provision made by the school are:

- Full-time education in class with additional support through a scaffolded curriculum
- Short periods of withdrawal to work with a teaching assistant for a specific purpose
- In-class support with adult assistant
- Support from specialists within class or as part of a planned withdrawal programme

Monitoring Student Progress

Teaching students with SEND is a whole-school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching, and assessing, while considering the differences in students' abilities, aptitude, and interests. Some students may need increased levels of provision and support. Progress is the crucial factor in determining the need for additional support. Adequate progress will vary according to individual needs and differences but may include progress that:

- Narrows the attainment gap between students and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Matches or betters the student's previous rate of progress
- Ensures full access to the curriculum
- Shows an improvement in self-help, social or personal skills

- Demonstrates improvements in the student's behaviour
- Is likely to lead to Further Education, training, or employment
- Where teachers decide that a student's learning is unsatisfactory, the SENDCO will be consulted. The SENDCO and teacher will review the strategies and approaches that have been adopted.
- If, after further consideration, a more sustained level of support is needed, it will be provided through specialists if necessary. Where concerns remain despite sustained intervention the school will consider requesting an Educational Health Care Plan. Parents/carers will be fully consulted at each stage.
- The school also recognises that parents/carers have a right to request an Educational Health Care Plan.

Individual Records

The setting/school will record the steps taken to meet students' special educational needs. The SENDCO will maintain the records and ensure access to them. In addition to those records that are in place for all children, the student profile will include:

- Information from previous school
- Information from parents/carers
- Information on progress/behaviour
- Student's own perception of difficulties
- Information from health/social services
- Information from other agencies such as Connexions Service

The Graduated Response

The SEND Code of Practice advocates a graduated response to meeting students' needs. When students are identified as having SEND, the school will intervene through each stage as described below.

Assessing and Meeting Needs Using the Graduated Response

When a class teacher/subject teacher of the SENDCO identifies a student with SEND, the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual curriculum and strategies. The trigger for intervention will usually be the teacher's or other's concern about a child who, despite receiving scaffolded learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not helped by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- If the school decides, after consultation with parents/carers, that a student requires additional support to make progress, the SENDCO, in collaboration with colleagues will support the assessment of the student and contribute to planning future support. The class teacher/subject teacher will remain responsible for planning and delivering individualised programmes. Parents/carers will be kept informed of the action taken and the results achieved.

7. Support Available

SEN Staff: Teaching assistants

The SENDCO in collaboration with the class teacher/subject teacher will decide the action required to help the student make progress. Actions could include:

- Deployment of additional staff provide in-class support
- Provision of alternative learning materials/special equipment

- Small group support
- Provisions of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training
- The targets focusing on the child's SEND and the action agreed will be recorded.

SEN Support (K)

Students are placed on the SEN Support register if the school is providing anything above and beyond quality first teaching to meet the learning needs of individuals. School may call on external support services, both those provided by the LA and those provided by other agencies, who collaborate with the school in planning and providing for the student. They provide specialist assessments that can inform planning and assist the measurement of a student's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The trigger for SEND Support will usually be that despite receiving quality first teaching, there are concerns in any of the following areas:

- Continues to make little or no progress in specific areas over a long period
- Continues working substantially below that expected of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning. (SEN Code of Practice, Paragraph 5:56)
- Parental consent will be obtained before any external specialist is consulted about a student.
- Subject to parental consent, specialists from the support services will be given access to student records in order to understand the strategies employed by the school and the targets set and achieved. They may be asked to provide assessments and advice and may work directly with the student.
- The specialist will normally assist the school in drafting any IEP that may incorporate specialist strategies to be implemented by the class teacher, subject teacher, or other staff member. Where appropriate, the student passport may include arrangements for direct intervention with the child by the external specialist.

8. Requests for Statutory Assessment

The school will consider making a proposal to the Local Authority for an Education Health Care Plan when, despite an individualised programme of intervention within SEND Support, the child remains a significant cause for concern and no progress is being made.

(An Educational Health Care Plan may also be requested by a parent or outside agency).

Prior to making a request for an EHCP the school will have the following information available:

- The action followed at school
- The student's student passport
- Records and outcomes of regular reviews
- Information on the student's health and relevant medical history
- National Curriculum levels (including reference to P-levels where appropriate)
- Literacy/Numeracy attainments

Other relevant assessments from specialists such as support teachers and educational psychologists

- The views of parents/carers
- The views of the child
- Where appropriate reports from external agencies (e.g. Social Services, Education Welfare Service)
- Information about any other involvement by professionals

The school acknowledges that a request for an EHCP may not always be agreed by the LA and, even if agreed, does not inevitably lead to an EHCP.

9. Annual Review Procedure

For a child who has an EHCP, the LEA has a statutory duty to review his/her statement, at least annually. The Head teacher will organise these reviews and invite:

- The child's parent(s)
- The child (for at least part of the meeting)
- Reports from the class teachers
- The SENDCO
- A representative of the LEA
- Any other professional either the LEA or Head teacher consider appropriate.

The SENCO in consultation with the Head teacher will:

- Maintain a calendar of review dates
- Determines who should be invited to attend each meeting (at a minimum this would include the SENCO, the parents/carers, an LA representative, and the designated medical officer)
- Plans Annual Review meeting at least two months in advance and contacts professionals by letter
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers.
- Seeks the views of the child and invites him/her to all or part of the meeting
- Provides parents/carers with guidelines for completing an Annual Review Advice Form and offers assistance as appropriate
- Sends out formal invitations to parents/carers by letter, giving at least two weeks' notice, advising them that they may bring a friend or relative to the meeting.
- At least two weeks before the meeting, circulates the educational advice, the student's views and any other reports or advice that have been submitted
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The review will:

- Assess the child's progress towards meeting the objectives within the statement
- Review the educational progress made by the child
- Consider the effectiveness of the statement in the light of the child's progress
- Set new targets for the coming year
- Determine whether amendments to the statement are necessary
- Record information which the school and other professionals can use to plan provision and support for the child.

The Annual Review Meeting

The meeting will consider the following questions:

- What are the child's current levels of attainment in literacy and numeracy?
- What progress has the child made towards meeting the overall objectives set out in the EHCP?
- What progress has the child made over the past year, especially in relation to each SEN?
- What are the parents/carers'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the EHCP?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the statement necessary?
- Should the LEA be recommended to cease to maintain the statement?
- If the parent/carer is unable to attend the review how and when will the outcome of the meeting will be

conveyed to them?

The SENDCo of the appropriate secondary school will meet with the SENDCo from the primary school in the summer term of Year 6. This enables the receiving school to plan appropriately for the new school year. It also gives parents/carers the opportunity to meet with a key member of staff from the secondary school.

Year 9 reviews are significant in preparing for the student's transition to employment, further education, work-based training, higher education, and adult life and will always involve the student's Connexions Personal Advisor. A Transition Plan will be produced and will be reviewed in subsequent years.

With due regard for the time limits set out in the SEND Code of Practice the Head teacher will write a report of the Annual Review meeting and send it, with the supporting documentation to the LA who will complete the review process. The school recognises that it is the responsibility of the LA to decide whether to maintain, amend or cease to maintain a statement of SEND.

10. In-Service Training

The Special Educational Needs Policy and Guidelines are subject to a regular whole school review and evaluation. When particular issues related to SEND arise, a staff meeting agenda will be set aside to deal with them and relevant external professionals will be invited to contribute, as appropriate.

The SENDCO (Head teacher or representative) will attend relevant courses and will ensure that all staff are familiar with developments in relation to SEND. Standards Fund allocations in respect of SEND will be utilised to the full.

Training, for both teaching and non-teaching staff will be provided as necessary and the SENDCO will ensure that all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training in relation to SEND will be specified within the School Development Plan.

The designated Local Academy Board member will give feedback to the whole Local Academy Board on SEND provision at termly Local Academy Board member's meetings. Local Academy Board members will be given the opportunity to attend professional training days including those that focus on SEND.

All staff will be encouraged to attend courses that help them to acquire and further develop the skills needed to work with students with SEND.

11. Partnership with Parents/carers/Carers

Heworth Grange firmly believes in developing a strong partnership with parents/carers and that this will help children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of a child's needs and how best to support them and that this gives them a key role in the home/school partnership.

Student Participation

- Involve the child in decision making about the methods for meeting their individual needs
- Discuss the purpose of the assessment arrangements and the implications of the Individual targets with the child
- Encourage the child to set at least one target for themselves to be included in their outcomes
- Encourage the child to comment on his or her SEND provision through an appropriate medium
- Encourage the child's active participation in the implementation and monitoring of the targets.
- Invite the child to attend all or at least part of review meeting, as appropriate, preparing them carefully to enable them to contribute effectively
- Aim to further develop the child's self-confidence and self-esteem

12. Links with External Agencies/Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for students with SEND.

When it is considered necessary, colleagues from the following support services will be involved with students with SEND:

- Psychological Service

- SEND Support Service (SENDIAS)
- Behaviour Support Service (BSS)
- The Health Trusts
- Medical officers
- SALT Team
- Physiotherapists

In addition, strong links will be maintained with the following organisations:

- Education Welfare Service
- Community Based Services (Children and Families)
- Connexions
- Local Colleges

13. Complaints Procedure

The Trust's Complaints Procedure is available via a link, on the school website, this procedure also covers any complaints of a SEND nature. The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.

14. Monitoring, Evaluation and Review of the SEND Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. The outcomes of this review are used to inform the School Development Plan. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedure for identifying, assessing, and providing for children with special educational needs. Its effectiveness is considered in the light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observation
- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by Head teacher and Assistant Head teacher
- Termly evaluations of the quality of EHCP's
- Collation of children's and parent's/carer's comments following review meetings.