



NORTON COLLEGE

**Policy: Special Educational Needs and Disabilities Policy**

Member of Staff Responsible: SENCO

Approved on: 23<sup>rd</sup> May 2019

Review Date: May 2020

Signed off by:

A handwritten signature in cursive script, appearing to read 'Karen Young'.

Chair of Governors: Karron Young

Date: 23.05.2019

## **Introduction**

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of pupils 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 pupils of the same age in mainstream schools.

You are disabled under the 2010 Equality Act if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

### **What 'substantial' and 'long-term' mean**

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

Norton College recognises that not all disabilities might be diagnosed and we will strive to ensure that discrimination does not take place. The Senior Leadership Team, the SENCo and the Governors have all received training on Disability Awareness and the Law to ensure that discrimination does not take place.

## **1. Aims**

1.1 This policy is designed to ensure that:

- Pupils with SEND have access to a broad and balanced curriculum that maximises the life chances of all;
- The needs of all pupils are rapidly identified through observation and assessment;
- All pupils are encouraged to learn through a range of enjoyable and stimulating experiences;
- All pupils learn to develop independent learning skills so that they will be equipped to deal with life after school;
- All pupils are encouraged to see education as a life-long process;
- All teachers are teachers of SEND pupils;
- Wherever possible, all children are taught in their own class group, and that withdrawal is kept to a minimum;
- Resources are allocated flexibly to target and support the students with SEND;
- Appropriate training and support are provided for all staff in relation to their responsibilities for meeting the needs of students with SEND;
- Effective ways are found to inform and consult with all parents about SEND in school; and to support those parents whose children have SEND;
- There are effective lines of communication between all involved: children, staff, parents, governors and other agencies.

1.2 The names of the SENCO & link Governor can be found on the College website. A link SEND Governor is kept informed of how the College is meeting statutory SEND requirements and provides appropriate challenge to the SENCO regarding the progress of/provision for SEND pupils.

1.3 Arrangements for the coordination of the provision for pupils with special educational needs:

- The SENCO, with the support of the Headteacher will develop effective ways of increasing the participation of students with SEND, overcoming barriers to their learning and ensuring they make excellent progress;
- The SENCO, working with the head teacher and the governing body should contribute to:
  - Strategic direction and development of SEND provision;
  - Teaching & Learning;
  - Leading and managing staff;
  - Efficient & effective deployment of staff & resources

Through:

- SENCOs must continually engage in training opportunities so that they can keep their knowledge up-to-date;
- Development of the school's SEN policy;
- Advising the Headteacher, Governing Body and senior leadership team on resource provision for children with SEND;
- Devise and update provision maps for pupils on the register;
- Supporting other teachers — including advising them on how to modify their teaching approach for children with SEND;
- Evaluating the overall effectiveness of the provision;
- Managing the policy for delegating SEND funding and ensuring that the provision made for pupils with SEND is good value for money;
- Reporting to governors on the effectiveness of the SEND provision;
- Managing or chairing the reviews of Annual Statements;
- Ensuring the liaison between parents and carers;
- Ensuring that Inclusion Passports are in place for the small number of students who have needs significantly different from the rest of the group;
- The analysis and assessment of pupils' needs;
- The analysis of prior attainment and setting of ambitious targets for improvement.

1.4 Admission Arrangements

- The school demonstrates inclusive practice through admissions of vulnerable pupils.

## **2. Types of SEND**

We recognise that not all disabilities have been diagnosed and seek to ensure that discrimination does not take place through regular training.

There are 4 main categories of SEND:

### **2.1. Communication and Interaction**

Including: Speech, language and communication needs (SLCN) and Autistic Spectrum Condition (ASC)

### **2.2. Cognition and Learning**

Including: Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia

### **2.3. Social, Emotional and Mental Health difficulties**

Including: students suffering from anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder

#### 2.4. Sensory or Physical difficulties

Including: Visually impaired (VI), Hearing Impaired (HI) and Physical Difficulties (PD)

### **3. How Resources are allocated to and amongst Pupils with Special Educational Needs**

The school's spending on SEND provision is identified against the following:-

- ATAs and GTAs to provide additional and different pastoral support from teachers (mentoring);
- Providing HLTAs and ATAs to teach small groups, assess needs or prepare resources for pupils with SEND;
- Providing mid- day support for students with SEND and lunchtime activities;
- Providing specialist training for teachers and teaching assistants related to improving provision for students with SEND;
- Providing non ICT resources for teaching students with SEND;
- Providing additional ICT resources for teaching students with SEND;
- Purchasing specialist provision including advice and support from outside services

The remaining allocation will be used flexibly to:

- Support the school in meeting the needs of students with SEND through 'quality first' teaching;
- Support the needs of students who the school newly identifies as having SEN or for whom additional support becomes necessary.

The monitoring of the progress of students with SEND and those at risk of underachieving will inform the school's evaluation of impact and cost-effectiveness of the allocation of resources.

ASSESS, PLAN, DO, REVIEW

### **4. How Pupils with SEND are Identified and Assessed**

Identifying Pupils with SEN

The school is committed to the importance of early identification. The earlier action is taken, the quicker appropriate help can be provided.

#### 4.1 Transfer from primary school

- The Pastoral Leader & member of the SEN team visits Primary School and passes to the SENCO all relevant information about children who have experienced difficulties some of whom may already be on the SEN register;
- During the summer term the SENCO sends a letter to the Headteacher of each primary feeder school requesting information about any child on the SEN Register;
- Liaison meetings between Children and Young People's Service and the SENCO are held prior to transfer to discuss pupils with an EHCP;

- Meetings are organised so that the parents of any child with an SEN can meet the SENCo. The SENCO, where possible, attends the Annual Review of any statemented pupils, prior to transfer;
- Information about a child's special needs is received directly from the parents at a friendship afternoon prior to transfer;
- All the information is collated in order to produce the Year 7 SEN Register for the start of the new term using the Code of Practice codes to identify each category of SEN;
- Screening of the new intake;
- At the start of Year 7, the standardised NFER Cognitive Abilities Test and the NFER Reading Test are administered, providing valuable information about the pattern of learners' strengths and difficulties as well as an overview of the year group compared with previous years;
- Reading and spelling screening tests are given within the first two weeks so that literacy weaknesses can be addressed immediately through appropriate interventions

## **5. How students with SEND are assessed in school**

5.1 Procedures to identify pupils whose academic, behavioural, physical or social development is giving cause for concern

The procedures are discussed at both Faculty and Pastoral meetings to ensure that all teachers understand their responsibilities for identifying SEND.

5.2 Pupil performance data is used termly to check the progress of students with SEND in line with whole school tracking and monitoring procedures. In line with the monitoring cycle the SENCO meets with the Progress Leaders and Heads of Core Faculties to discuss underachieving pupils and assess whether they have an SEN.

5.3 A variety of procedures are used to assess SEN including discussions with the child and his or her parents, verbal and written reports from teachers, classroom observation, checks on books and planners, checks on the nature of tasks set and their appropriateness to the pupil concerned, reference to performance and marks attained in school examinations and tests. The following diagnostic tests are used by the SEN department: The York Reading Test, Vernon Graded Spelling Test, NFER Cognitive Abilities Test, Peters Dyslexia Screening, Headerly Reading Test & Lucid.

Assessment, however, should not be regarded as a single event, but as a continuing process.

## **6. Plans for pupils with an SEND**

If it is agreed that a pupil requires SEND Support, parents will be informed. All staff working with the pupil will be informed and plans will be developed to ensure interventions are appropriate and to offer support/advice and strategies to class teachers.

A clear date of review will be agreed, and progress, and/or social and emotional development targets will be set. All teachers are required to:

- set suitable learning challenges;
- respond to pupils' diverse learning needs;
- overcome potential barriers to learning;
- plan to provide pupils who have SEN with targeted support made available to them;
- a pupil on the SEN register should have planned interventions highlighted on their provision maps.

## **7. Do**

Interventions are additional to, or different from, those provided as part of the usual differentiated curriculum. This may be because of a pupil's lack of progress or their low attainment, but may be for other reasons e.g. behavioural, emotional or medical needs. These pupils still have an entitlement to Quality First, Wave One teaching in all curriculum areas.

If the pupil makes expected progress, then the next steps for the pupil to build on this success are carefully considered. If the pupil does not make expected progress, the school may need further advice from an outside agency.

Provision maps are used to highlight the particular provision which is being offered for a pupil. In addition they provide parents with information about the provision being made as the maps should be placed in the pupil's planner. Pupils are involved in discussions around learning targets. However, provision still needs to be reviewed regularly with parents and pupils, to evaluate the impact it is having on the pupil's progress. Progress against these targets will be a central aspect of any review.

### 7.1 Interventions

- Intervention programmes are put in place for targeted pupils who are not making expected progress and they take place in a small group setting. Only pupils who meet the selection requirements for the programme should go into the intervention group;
- All interventions are time limited;
- After intervention, progress is assessed and the effectiveness of the intervention evaluated.

If there are pupils who have not made adequate progress, a diagnosis is made of the possible reasons. A decision is made about whether students need to have alternative interventions.

### 7.2 Further interventions

This consists of additional highly personalised, targeted interventions for a minority of learners and involves:-

- additional and different provision delivered on a 1:1 basis or small group;
- Intervention for pupils for whom Quality First Teaching and initial interventions are not enough.

These interventions must be reviewed at least every term.

### Strategies used to support pupils with SEND:

The SENCO ensures that all teachers are made aware of a pupil's special educational needs through effective lines of communication including publishing the SEN Register & Provision Plans.

- There is a graduated approach to providing additional help with literacy and numeracy for pupils with SEND. There are strands or waves of provision with progressively more intensive interventions in use to meet increasing levels of need;
- Staff attend CPD to develop their professional skills in SEND.
- Resources are available on K-drive, which advise subject teachers on such matters as identifying different kinds of SEN, differentiation strategies, readability levels of text books and examination papers, working with TA's etc.
- In-class support. Teaching assistants are deployed flexibly to provide in-class support for individual pupils or small groups of pupils with SEND.
- Short Daily Contact. Members of the SEN team may have short meetings with pupils during mentor time to help with such matters as spelling or organisation.
- Access arrangements are made available in examinations e.g. extra time, amanuensis, and readers. The SENCO and the Examinations Officer make arrangements for special provision for all external and school examinations.

- ELSA programme available for vulnerable students.

A review of pupil progress will take place every learning cycle or at the date agreed during the planning stage. The review process will evaluate the impact of the support and interventions put in place. The SENCO will advise teachers on how to revise this support where necessary or will refer students for additional intervention with the intervention.

## **8. Review**

How the progress and achievement of children with SEND is monitored and reviewed

Pupil performance data is used to check the progress of students with SEND in line with whole school tracking and monitoring procedures. There is an evaluation of the effectiveness of waved interventions in terms of targets for pupils and value for money.

### **8.1 Annual Review for pupils with an Educational Health Care Plan (EHCP)**

As well as interim reviews, there is a formal annual review of the progress made by pupils with a EHCP which aims to look at any changes in needs in the past year and to plan for the future. It may recommend that the LA changes the EHCP, or say that it is no longer needed. Procedures for the review as laid down in the Education (SEN) Regulations 1996 must be followed. Parents are encouraged to contribute in writing and to attend the meeting and the pupil is also invited to attend. The pupil's views about his/her progress are a central part of the monitoring process as are the views of parents. Reviews have clear judgements on progress and an evaluation of the provision made for each pupil exists.

### **8.2 Annual Review of pupils from Year 9 onward with an EHCP**

The annual review of pupils in Year 9 and any subsequent review, must include a Transition Plan in order to plan coherently for the pupil's transition into adult life. An independent Careers Advisor is involved to ensure that the young person is made aware of the full range of career and educational opportunities available and to ensure a practical and realistic focus for the Transition Plan.

## **9. Referral for an Education, Health and Care Plan (EHCP)**

If a pupil has significant learning difficulties, they may undergo a Statutory Assessment Process in order to receive further support in their learning. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents and the SENCO. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents;
- Teachers;
- SENCO;
- External agency support

Decisions on the outcomes of EHCP applications will be made by the Local Authority. Where an application is agreed and an EHCP is issued, support plans are to be in place until 25yrs.

## **10. External support**

Norton College has strong working relationships with a variety of external support services in order to fully support our pupils.

- NYCC Children and Young People's Service;
- Educational Psychologist;
- Enhanced Mainstream School Outreach Support Service;
- Autistic Spectrum: EMS Filey;
- Sensory, Physical and Medical Teaching Service;
- Speech & Language Therapy;
- Physical/Medical;

- Advisory Support Teacher;
- Hearing;
- Education of Looked After Children ELAC team;
- NYCC Specialist Careers Adviser (SEND)

### **11. Partnerships**

- Parents are encouraged to support their child in many ways, including listening to their child read and helping them to complete their homework;
- Parents are encouraged to attend SEND reviews and parents' evenings where their child's progress will be discussed. The SENCO will be available at each of these events.
- New parents are invited to attend Open evenings & Friendship afternoons held in the autumn/summer terms in order to help to ease their child's transition to the College.

### **Glossary of Terms**

ADD Attention Deficit Disorder

ADHD Attention Deficit Hyperactivity Disorder

ALC Assistant Learning Co-ordinator

ASC Autism Spectrum Condition

Aspergers Aspergers Syndrome is a particular type of condition on the autistic spectrum

ATA Advanced Teaching Assistant

BESD Behavioural, Emotional and Social Difficulties

CAMHS Child and Adolescent Mental Health Service

CPD Continuing Professional Development

EHCP Educational Health Care Plan

ELSA Emotional Literacy Support Assistant

GTA General Teaching Assistant

HLTA Higher Level Teaching Assistant

ICT Information Computer Technology

IP Inclusion Passport

LA Local Authority

LAC Looked after Child

NFER National Foundation for Educational Research

NYCC North Yorkshire County Council

PIVATS Performance Indicators for Value Added Target Setting

SEN Special Educational Needs

SEND Special Educational Needs and/or Disability

SENCO Special Educational Needs Co-ordinator

TA Teaching Assistant