



NIDDERDALE HIGH SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

This policy is in line with the final draft Code of Practice ratified by Parliament for use from September 2014. Abbreviations used:

CoP	Code of Practice
EHCP	Education Healthcare Plan
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
LSC	Learning Support Centre
SAIL	Student Academic Intervention Log
SEND	Special Educational Needs and/or Disabilities
SENCO	Special Educational Needs Coordinator
TA	Teaching Assistant
Wave 1	Differentiated teaching to meet the needs of all students
Wave 2 / 3	Support to a student beyond the teacher and Wave 1

1 School Values' Statement

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

2 Rationale

It is the intention of the SEND Policy to create a framework from which the "Achievement for All" ethos of the school can be achieved. All children, whatever their individual needs, are entitled to experience a balanced and broadly based curriculum, in line with the National Curriculum. All students should have equal access to all the experiences and activities provided by the school so that they can achieve, contribute, feel valued and enjoy learning. In order to achieve this, it is recognised that within our community of learners, each of whom needs to experience praise, recognition, affection and success, are students who require support which is additional or different to that required by the majority.

For this entitlement to be realised, all staff, together with governors, share responsibility for ensuring that provision for pupils with special educational needs and learning difficulties/disabilities is considered at every point of planning. The school governors and leadership team recognise the importance of providing a Learning Support Centre from which additional or different support can be co-ordinated, delivered and evaluated. Sitting at the heart of the school, and led by the SENCO, the LSC provides a range of provisions from general oversight to very specific, personalised programmes of support for the most vulnerable students.

3 Aims and Objectives

The aims of the Learning Support Centre (LSC) are designed to ensure that the individual needs of all pupils are met. The aims are:

- 3.1 All students are seen as the shared responsibility of all staff and all are equally valued.

- 3.2 All students have access to a broad and balanced curriculum which is differentiated to meet each student's needs and ensure maximum progress. Teaching and learning is sensitive to the needs of all learners and will recognise different routes to achievement.
- 3.3 The LSC will provide a flexible and staged structure of provision for meeting the needs of all children and young people. This will be aided by some students following a personalised timetable, which takes into account their individual needs.
- 3.4 Parents will be involved in planning for and supporting students with SEND and Education Health Care Plans.
- 3.5 All teaching staff will be aware of the learning needs and provision maps of the children that they teach, anticipating and providing for the needs and potential of all learners.
- 3.6 Whole school provision maps and learning walks are used to ensure that teaching is differentiated routinely for all students.
- 3.7 All students will have records which can be accessed by all staff easily and quickly via Classcharts. Provision will be reviewed at least termly by the SENCO and TAs, as well as on an ad-hoc basis as learner need dictates. Classcharts will be utilised to inform teachers' planning for students with SEND.
- 3.8 Some students will have access to additional resourcing to meet their individual needs, being referred to outside agencies for support as the need arises, and have all staff supporting them in generalising skills developed in the LSC across all subject areas.
- 3.9 All staff will be responsible for ensuring the early and accurate identification of students with additional needs, with the LSC taking the lead on identifying students with literacy and numeracy difficulties.
- 3.10 Additional provision is available to students if required through the Pastoral Support Centre and Nidd Venture.

4 Philosophy

The school community believes that:

- 4.1 All pupils are equally valued and the school has high aspirations for all.
- 4.2 All pupils are the shared responsibility of all staff.
- 4.3 All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- 4.4 Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- 4.5 Early and accurate identification is essential.
- 4.6 There will be a flexible continuum of provision for pupils with SEND.
- 4.7 SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- 4.8 Staff will be given appropriate training to allow them to meet a wide range of needs.
- 4.9 Parents will be fully involved as partners in their child's education.

- 4.10 Pupils will be encouraged to give their views on what learning is like for them.
- 4.11 Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

5 Principles

5.1 A child is defined as having Special Educational Needs (SEND) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age. A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school (xiii, xiv, xv CoP 2014).

5.2 Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014).

5.3 Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

5.4 Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

6 Roles and responsibilities

6.1 All staff will access Classcharts and read the information for individual students and EHCPs of students in their classes at least termly.

6.2 The SENCO, Pastoral Team and Learning Managers will update records and plans as learner need dictates. Staff will be alerted to new or amended information by the SENCO, via e-mail and weekly staff briefings. Classcharts will state the barrier to learning that the student experiences, their strengths, and the additional provision that should be provided for them via Wave 1 differentiation and Quality First Teaching.

6.3 Students who are identified by the SENCO or Pastoral Team as requiring additional targets to those set by subject teachers in termly reports, will have the targets included on Classcharts. Students will meet with the SENCO at least termly to review and evaluate progress against each target. New targets will be set when the SENCO, Pastoral team, parents, and the student agree that it is appropriate.

6.4 When advised of additional or amended information, teaching staff will access Classcharts to read the new or updated information and specifically refer to it in the Class Charts folders, which are held by every teacher about every class that they teach, and are available for inspection during Learning Walks and formal lesson observations. Teachers will embed the required support in subsequent teaching.

6.5 Teaching staff will specifically note and plan for the additional support that is needed by individual learners.

6.6 Teaching staff will advise the SENCO of any lesson/subject specific Wave 1 action that they take in order to meet students' learning needs and they will record this information on Classcharts to ensure that effective strategies for supporting each learner are shared across subject areas.

6.7 Teaching staff will include the learning support staff in the planning of lessons in order to ensure that wave 1 support is fit for purpose and lessons are accessible to all learners.

6.8 Directors of Learning will ensure that students who require Wave 2 or 3 support within their area are identified to the SENCO. Teachers will work with the SENCO to identify the additional support required and plan for the successful delivery of the additional support in a timely and effective manner.

6.9 Directors of Learning and Teachers in Charge will ensure that SEND is specifically noted on the agenda for every area of learning meeting. Information discussed as a result will be reported to the SENCO who will take appropriate action in response to the information.

6.10 The SENCO will meet regularly with the Assistant Headteacher, Achievement and Progress to discuss matters arising within the Learning Support Centre, and with individual learners. Minutes and actions are recorded in these meetings to ensure vulnerable learners have their provision adapted to suit their needs.

6.11 The SENCO will meet regularly with the Senior Pastoral Officer and attend Vulnerable Learners Meetings in order to discuss matters arising within the Learning Support Centre, and with individual learners.

6.12 The SENCO will meet as need dictates with outside agencies with whom learners with SEND are involved in order to monitor progress, ensure that appropriate resources are allocated to students and to decide upon next steps.

6.13 The SENCO, under direction of the Headteacher will ensure the availability of staff to provide lunchtime and break-time support for SEND students. A homework club will be provided for all students, with more specialised provision being made for SEND students via the Pastoral Team and the Learning Support team in the Pastoral Support Centre and the LSC respectively.

6.14 The SENCO will complete testing of reading and spelling ages of all Year 7 students in their first term at the school. The data created will be made available to all staff via the SEND Register. Teaching staff will use the data to inform differentiation within lesson planning. The SENCO will use the data to inform the planning of intervention work to support learners with significant literacy difficulties. Subsequently, learners will complete literacy screening testing annually throughout Key Stage 3 for the purpose of monitoring progress in this area.

6.15 The SENCO will use literacy testing in Year 7, CATS scores, SATS scores and teacher feed-back to determine learners' likely exam access support entitlement in Key Stage 4. Learners identified as likely to qualify for exam access support in KS4 will have the likely support specifically noted on Classcharts. Subsequently, all staff will ensure that those students are given the allocated support in all assessments carried out throughout the learners' school career. Teaching staff will advise the SENCO at least one week in advance of any assessments that the learner is required to complete. The SENCO will provide learning support assistants for reading and scribing support as required, or will discuss with the Headteacher any difficulties in providing such support. The SENCO may then negotiate with teaching staff a staggered approach to assessments, or the arrangement of alternative assessment dates/times. Teaching staff will ensure that they book the required amount of computers and provide any other equipment/resources needed for assessments, and ensure that individual rooms are provided for learners who need scribing support.

6.16 Teachers and TAs will ensure that additional support provided to students during KS3 assessments is logged on Classcharts in order to build up a record of support for each learner which can be used to support requests for formal exam access support at the beginning of KS4.

6.17 The SENCO will ensure that testing of students is carried out at an appropriate time in Year 9 in order for formal entitlement to exam access support throughout KS4 to be assessed.

6.18 For all external assessments, the examinations officer will provide the SENCO with a list of the human resource requirements for exam access support at least two months prior to the assessment.

6.19 The examinations officer will ensure the provision of all non-human resources required in order to provide exam access support to students for external examinations (word processors, additional rooms, enlarged papers, foreign language dictionaries, height adjustable tables, etc.)

6.20 The Site Manager, under the direction of the SENCO, will ensure that Pupil Egress and Evacuation Plans are drawn up for students with physical disabilities and reviewed annually. The Site Manager will ensure that staff training is carried out for the use of any special equipment identified in the plans. The Site Manager and the SENCO will ensure that all students, including those with SEND, can access the examination hall for external exams and that any specialist equipment required is provided. An egress plan out of the exam hall will be in place for students who need it during exam periods.

6.21 The careers advisor will work with the SENCO to ensure that SEND students have the opportunity to undertake work experience placements alongside their peers, and the support that they need to be able to complete work experience as independently as possible.

6.22 The SENCO and Learning Managers with responsibility for Performance Management reviews will monitor staff development, through the performance management system, ensuring that staff have access to appropriate training to enable them to support learners with SEN.

6.23 The SENCO will operate an 'open door' policy to enable parents and other school partners to consult with them when necessary.

6.24 The SENCO can put parents in touch with a SENDIASS advisor to support them in communicating with school if necessary.

6.25 Parents will be invited to attend annual parent evenings where the SENCO and subject teachers will be available to speak to.

6.27 Parents of students accessing Wave 2 or 3 support will be invited to communicate in person, over the telephone or by email with the SENCO at least once per term during terms in which their student doesn't have a scheduled parents evening.

6.28 The SENCO will oversee an extended transition programme for Year 6 students with SEND who require additional support with transition, by working with SENCOs and teachers from feeder primary schools to establish who these students are and what their specific needs are. The programme will differ each year according to need.

7 Whole school approach

7.1 All staff contribute to the completion of records on Classcharts and ensure that strategies are implemented to ensure Quality First Teaching for all. All teachers create Class Charts folders for each of their classes, on which they record the Wave 1 support that they offer to each student with SEND.

- 7.2 Regular communication takes place between subject teachers, TAs and Pastoral support, SENCO, parents and pupils to ensure good progress.
- 7.3 All staff have appropriate access to up to date information about pupils with additional needs.
- 7.4 The SENCO and leadership team offer advice and provide training on differentiation to all staff.
- 7.5 Pupils are supported alongside their peers whenever possible.
- 7.6 All pupils are encouraged to join in extra-curricular activities.
- 7.7 All students have individualised targets from their subject teachers.
- 7.8 The school CPD priorities and budget are reported to governors.
- 7.9 Provision for pupils with SEND is reflected throughout school self-evaluation.
- 7.10 The complaints procedure is transparent and easily available to parents and displayed on the school website.
- 7.11 Appropriate access arrangements are made so that all pupils can demonstrate their full potential in tests and exams and access testing is done throughout the school year and repeated if required not just on entry to the school.
- 7.12 School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the governors' SEND information report* (below).

8 Monitoring, implementation and evaluating the impact of the policy

8.1 Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- a. During lesson observations, observers will specifically note that planning has taken into account the individual learning needs of students who have statements of special educational need, and/or provision maps.
- b. During the course of lessons, Learning Support staff will monitor the provision made for students with Special Educational Needs and report successes and concerns to the SENCO who will escalate any issues to SLT who will take action to resolve any concerns.

8.2 Learning Support staff will discuss with the SENCO any concerns that arise about SEND students during their day to day interactions with the students. If necessary, the SENCO will escalate issues to the appropriate member of the SLT who will take action to resolve the concerns.

8.3 The SENCO will conduct regular lesson observations to ensure that teaching provides the support detailed in provision maps and EHCPs, and that support strategies are adequately employed and executed. The SENCO will conduct regular lesson observations of the learning support team to ensure pro-active and effective support is being provided to teachers and learners.

8.4 Annual reviews of EHCPs will be held by the SENCO for all students with EHCPs. Dates will be set at the beginning of each term for reviews due in that term, outside agencies will be invited to attend, as well as parents and relevant personnel from within school.

8.5 The SENCO/SLT will inspect evidence of differentiation within departmental schemes of work, students work, and Class Charts folders.

8.6 The pastoral team will ensure, with the support of the SENCO where necessary, that barriers to students' attendance at school resulting from disaffection, health or social circumstances will be removed as far as possible, and good attendance encouraged.

8.7 The Data Manger will record on the school management system (SIMS) the students who are on the SEND Register at SEN support and EHCP level. The SENCO will inform the Data Manager of any changes to the SEND Register, and the Data Manager will conduct a cross check between SIMS and the SEND Register at least termly. The SEND Register is held on Classcharts.

8.8 The SENCO / Headteacher will advise, at weekly staff briefings, any additional information that staff need to be aware of about a particular learner. Learners may also be discussed at the weekly Vulnerable Learner meetings.

8.9 Attendance at Parents' evenings will be monitored by the pastoral team and measures taken to increase attendance by parents taken when necessary.

9 The governing body evaluate the work of the school by:

9.1 Appointing an SEND governor who is a champion for pupils with SEND – currently Mr P Howard.

9.2 Monitoring data with respect to vulnerable groups.

9.3 Challenging the leadership through informed questioning.

9.4 Undertaking visits in school with a focus on SEND

9.5 Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND.

9.6 Holding the school to account for its use of SEND funding.

Reapproved by Governing Body 21.11.22
Next Review: November 2023