

# SPECIAL EDUCATIONAL NEEDS POLICY



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The Inclusion and Intervention Faculty aims to:

- enable students with SEND to achieve their full potential. We will work with governors, staff, students, parents and outside agencies so that our children have access to a broad and balanced curriculum and are fully included in all areas of school life.
- facilitate inclusion into mainstream education and to enable progress and achievement for students with SEND and barriers to learning.

## **1. Inclusion**

The school is actively seeking ways to remove barriers to learning for students with SEND and encouraging them to participate in all aspects of the formal and informal curriculum. The school follows guidelines in the SEND Code of Practice (2014). Care is taken to integrate SEND students in lessons, on school visits and with social activities in so far as it is practical.

The National Curriculum 2000 provides effective opportunities for all children. It states that all teachers must set suitable learning challenges, respond to students' diverse learning needs and overcome potential barriers for learning through differentiation.

The Equality Act 2010 states that all disabled students are entitled to equality of provision and should not be treated less favourably. School should make "reasonable adjustments" to alter physical features and plan strategically for improving disabled students participation in the formal and informal curriculum.

Governors, Senior Leadership Team and the Inclusion and Intervention Faculty have written a Disability Equality Scheme Accessibility Action Plan and consulted with staff, SEND students and outside agencies.

## **2. Principles & Objectives**

### 2:1 Principles

**Students with special educational needs should have their needs met. These needs may be long term or transitory/temporary.**

- All staff have a responsibility to provide for students with SEND.
- All special needs students will have access to a broad and balanced curriculum.
- All special needs students wherever practicable, will have access to the informal curriculum.
- School will work in partnership with parents, students, external agencies, governors and the LA to meet the needs of special needs students.

### 2:2 Objectives

- To work within the guidelines of the Special Educational Needs Code of Practice (2014) Disability Act 2010, Equality Act 2010.
- To create a school community/environment that is inclusive and meets the special educational needs of students.
- To enable all students to have full access to a broad and balanced curriculum wherever practicable and work within an ordinary classroom setting on differentiated material (if appropriate).
- To ensure that the special educational needs of students are identified, assessed, provided for and recorded.
- To work towards the maximum integration of SEND students within the school's formal and informal curriculum.
- To encourage SEND students to make a positive contribution to their own progress.

- To identify the roles and responsibilities of staff in providing for SEND.
- To ensure all staff have the necessary training and information to provide for students with SEND.

### 3. Admissions

- Admission arrangements for students with SEND are stated on the School's Admissions Policy. All SEND students have the same rights as those without SEND.
- Students who have statements will have the name of the school they wish to transfer to indicated on their statement. This will be agreed at the Yr. 5 or 6 Statutory Review.
- School has the right to appeal against a placement if unable to meet the needs of the student or their inclusion would affect the learning of others.

### 4. Responsibilities

4:1 The Governing Body has the responsibility to:

- develop, monitor and review the SEND Policy.
- do its best to ensure the necessary provision is made for SEND students and monitor its quality.
- ensure a named person is responsible for coordinating SEND provision.
- ensure all teachers in the school understand the identification and provision of students with SEND.
- ensure students have access to a broad and balanced curriculum.
- ensure that students with SEND are included in school activities, so far as is reasonably practical.
- oversee the efficient deployment of resources.
- follow guidance in the 2014 Code of Practice.
- ensure parents are notified re child's SEND provision (Education Act 1996).
- monitor The Disability Equality Scheme and the Accessibility Plan.

4:2 Principal – Mr Stephen Huntington has the responsibility to:

- develop, monitor and review policy with the governing body and SENDCO.
- inform the governing body of changes to provision/funding/allocation of resources.
- oversee the strategic management of SEND provision.
- oversee the allocation of resources.

4:3 The SENDCO Mrs Judy Sisson, has responsibility to:

- work with the Head Teacher/Senior Leadership Team to determine the strategic development of SEND policy.
- implement and oversee the day to day operation of the SEND policy.
- identify and coordinate provision for students with SEND and oversee all SEND records.
- liaise with staff, parents, external agencies and the LA
- manage Inclusion and Intervention Teachers, Learning Progress Assistants (LPA) and other resources.
- contribute to whole school INSET on SEND or support individual staff to improve provision.

4:4 Inclusion and Intervention Faculty have responsibility to:

- be fully aware of SEND policy and procedures
- work with the SENDCO to identify and deliver additional provision for SEND students
- act as key worker for SEND students and closely monitor their IEP
- conduct and attend Annual Reviews for Statemented/EHCP students
- write, monitor and review IEP targets through negotiation with students and parents
- work towards IEP targets of all SEND students

- support SEND students in a variety of curriculum areas and work under the direction of the class teacher
- deliver 1:1 and small group interventions
- keep records of support given
- attend meetings of SEND students
- attend to the personal care of SEND students

4:5 All staff have responsibility to:

- be fully aware of the SEND policy and its procedures
- contribute to records & reviews, when requested
- implement the policy and **meet the needs of SEND students and reduce barriers to learning**

## 5. The Inclusion and Intervention Faculty

Judy Sisson	-	SENDCO
Dawn Meakin	-	Senior Learning Progress Assistant
Amanda McLeod	-	Senior Learning Progress Assistant
Denise Medley	-	Senior Learning Progress Assistant Learning Progress Assistant for English
Amymay Rayson	-	Inclusion Learning Progress Assistant
Lisa Clifford	-	Inclusion Learning Progress Assistant
Sam Connelly	-	Inclusion Learning Progress Assistant
Jane Pollitt	-	Inclusion Learning Progress Assistant
Jackie Claxton	-	Learning Progress Assistant (LPA)
Karen Gostkowski	-	Learning Progress Assistant (LPA)
Samantha Harris	-	Learning Progress Assistant (LPA)
Julie Lebeter	-	Learning Progress Assistant (LPA)
Tracey Sanders	-	Learning Progress Assistant (LPA)
Nathan Stone	-	Learning Progress Assistant (LPA)
Jack Golding	-	Faculty Learning Progress Assistant for Maths
Andrea Dawson	-	Faculty Learning Progress Assistant for Humanities
Eleanor Compton	-	Faculty Learning Progress Assistant for Science
Clare Ashby	-	Faculty Learning Progress Assistant for MFL
Sophie Hoodless	-	Faculty Learning Progress Assistant for English
Matthew Axon	-	Faculty Learning Progress Assistant for English
Lorraine Barratt	-	Administrator

5:2 The Inclusion and Intervention Faculty has experience and expertise in meeting the needs of Students who have:

- Difficulty in acquiring literacy and numeracy skills
- Moderate learning difficulties
- Specific Learning Difficulties (Dyslexia)
- Autistic Spectrum Disorders (ASD)
- Emotional and behavioural difficulties
- Sensory difficulties
- Physical difficulties which require personal care
- Additional needs e.g. EAL

### 5:3 Facilities

Inclusion and Intervention Faculty is situated in specialist rooms, within the Inclusion Centre.

Including:

- Positive Support Room to support students with behavioural, social & emotional difficulties
  - Achievement Centres to support KS3 and KS4 disaffected students who have difficulty in accessing the curriculum
  - Specialist P.E. equipment
  - Personal care suite with shower, hoist and physiotherapy bed
  - Low stimulus room for ASD student.
  - Kitchen for Breakfast and Break Club
- Elsewhere in school:

- 4 Disabled toilets
- Specialist Food Technology equipment
- “Rise & fall” tables in curriculum areas to improve comfort and accessibility
- Disabled access to most curriculum areas
- Science Labs with specialist equipment.

5:4 In cases of staff absence within the faculty we prioritise need and reallocate staff from within the Inclusion and Intervention Faculty.

### Allocation of Resources

#### Funding 2017-18

Funding for SEND students is contained within the main school budget. School funds the first 9 ½ hours of LPA support for students with either a statement of SEN or Education Health and Care Plan and the LA provides the remainder.

Non-statemented/EHCP special needs money is used within the whole school to fund extra teaching support, small KS4 option groups, college places, specific alternative provision and the inclusion of disabled students.

Occasionally the school may request resources from outside agencies to help support the inclusion of a SEND student.

### 6. Identification of Special Needs

6:1 The school recognises a student has special needs if they have:

**“a learning difficulty which calls for special educational provision to be made for them”.**

They have a “learning difficulty” if they:

- have a significantly greater difficulty in learning than the majority of students their age
- have a disability which becomes a barrier to their learning

The areas of special needs are:

- cognition and learning
- emotional, social and mental health
- Sensory and/or physical
- communication and interaction

Students whose first language is not English should not be seen as having special needs (1996 Education Act) but may require additional support.

Identification of SEND is achieved through:

#### 6:2 Primary Liaison

The early identification of Special Needs starts through liaison with feeder schools.

Measures which take place prior to transfer include:

- discussions at termly cross-phase SENDCO meetings
- attendance at Yr. 5 & 6 Annual Reviews to meet students, parents, teachers and outside agencies involved
- information from EP's, B.S.S., School Health etc
- information through visits to Primary Schools, HGSC and completion of detailed SEND pro forma
- referral to Transition Nurture group – GAP club
- use of Y7 Transition Leader to target schools which need a visit from a member of the Inclusion and Intervention Faculty
- transfer of Primary School records, most importantly recent IEP's
- extra visit arranged to Heanor Gate for SEND students and parents
- information from Primary School about students on SEND included in the "Red Book". Staff can access this booklet on the Shared Area, and via SIMS marksheets. It is also circulated to appropriate outside professionals

#### 6:3 Screening

In July of Y6 the following tests are administered:

- Access Reading Test (ART)
- Diagnostic Spelling Test (DST)
- Diagnostic Assessment of Speed of Handwriting (DASH)
- Cognitive Ability Tests (CAT) of Verbal, Quantitative and Non-verbal reasoning (in common with all Derbyshire schools).
- Dyslexia Portfolio
- Dyscalculia Screening
- Precision Teaching Framework

Students who transfer after screening are assessed when they arrive at Heanor Gate Science College to determine their placement in the most appropriate teaching groups.

Results are recorded and distributed to curriculum teams, Transition Co-ordinator and Senior Leadership Team. They are also available on the Shared Area and on SIMs.

#### 6:4 Referral

Students may be referred to the Inclusion and Intervention Faculty at any time during their school life and referrals come from:

- Students themselves
- Subject teachers
- Personal Tutors
- Curriculum Team Leaders or Achievement Team
- Support teachers and LPAs

- Parents
- Previous schools
- External agencies e.g. Medical Services, EP

#### 6:5 Assessment

Initial concerns may mean a student needs further assessment to establish the precise nature of their needs. This is achieved through:

- Information from staff
- Diagnostic testing.
- Continuous student progress monitoring.
- Student attitude to learning
- Parental information
- Student's views on performance

Information is collated and discussed by the SENDCO & Inclusion and Intervention Faculty at weekly team meetings.

If it is felt necessary, outside agencies will be contacted or the student discussed at a termly School Action Planning Meeting (SAP).

Detailed assessment is needed for KS4 + 5 access arrangements. Students have to complete a range of tests with our specialist teacher in order that an application can be made to the exam boards.

#### 6:6 The Graduated Response (Code of Practice 2014)

**A student will only be recognised as having a special educational need if provision is additional to or different from that provided for students of the same age.**

#### 6:7 SEN Support

- Parents are consulted and informed.
- Appropriate provision is established and monitored by keyworkers. Parents and students are involved.
- Where necessary specific interventions are put in place to support need.
- Targets are monitored by Inclusion and Intervention Faculty key workers.
- The provision is reviewed twice a year.
- Teaching staff are involved in differentiation, choosing teaching and learning styles to meet needs. They also complete written reviews on students, comment on progress and special provision made in their curriculum area.
- If a student makes little progress despite SEN Support, this is highlighted at a termly SAP meeting. Further assessments will be made by outside agencies and information collated in school.

#### 6:8 Statement or Education Health and Care Plan

- Any assessments made after September 2014 will be for Education Health and Care Plans (EHCP)
- Any existing statements will be transferred to EHCP through the Annual Review process by 2018.
- The LA issues the EHCP which gives the objectives and provision required to meet the student's needs.
- To assist the school in achieving these objectives, extra teaching time, Learning Progress Assistant (LPA) time or the provision of particular resources are given.
- The objectives are broken down into targets which become part of the student's IEP.

- School staff work together to achieve these targets.
- IEP's are reviewed at least twice a year with students, parents and key professionals.
- A Statutory Annual Review meeting is held in school. The LA's policy and procedures are followed.
- A 14+ Annual Review is used to prepare a Transition Plan which takes into account the need to prepare for Post 16 education, training or employment. A careers personal advisor is always present at this review meeting.

#### 6:9 One Page Student Profile (OPP)

- One Page Profiles are working documents which set out the student's targets, the provision and exit criteria.
- OPPs are drawn up by the LPA keyworker in consultation with students and parents (and the appropriate outside agency).
- OPPs are monitored regularly by the keyworkers and student.
- All views are recorded on the IEP or a supplementary document.
- OPPs are regularly reviewed throughout the year in consultation with parents, students, keyworkers and teaching staff.
- All subject staff are given a copy of the OPP and any updated OPP after review. Information is also available via the "Redbook" details on SIMS.

#### 6:10 Records

All records are confidential and are kept in the Inclusion and Intervention Office and/or the Shared Area.

### **7. Special Educational Needs Provision**

Special Educational Provision is...

"Educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age." (1996 Education Act).

#### 7:1 Curriculum Entitlement

All students have access to a broad and balanced curriculum, (National Curriculum). Students with SEND are included in lessons in so far as it is practical and compatible with receiving special educational provision. Students with significant literacy difficulties are placed on a Literacy Pathway in Y8 & 9 as an alternative to MFL.

In Key Stage 4 some students are guided towards Entry and Level One courses as part of their KS4 Pathway Choices. In addition a small number of SEND students may have modified timetables which could include alternative provision.

Access to the curriculum is achieved through differentiation, extra resources or in class support.

On admission students are placed in mixed ability groups but may be taught in ability group for core subjects. Students who are not functional in literacy or numeracy will be offered additional help by the Inclusion and Intervention Faculty.

#### 7:2 In-class Support

The Inclusion and Intervention Faculty provide in-class support within the curriculum. Regular liaison between subject teachers and support staff improves provision for SEND students and negotiation of roles within the classroom is vital.



In Maths, English, Science, Humanities and Modern Foreign Languages there is a SEND LPA based in the faculty who provides curriculum support, intervention and planning support to students and staff.

At Heanor Gate Science College the majority of in-class support is provided by Learning Progress Assistant (LPA) who work under the guidance of the class teacher. They should not be responsible for delivering the curriculum to the whole class, but will work with small groups.

Independent working should be actively encouraged. The teacher and support staff should be available to help any student in the class. It is vital, however, that SEND students receive teacher input if they are to make accelerated progress.

### 7:3 Interventions

Interventions are taught by a specialist team of LPAs within the Inclusion Centre.

### KS3

Following diagnostic testing, students who need specialist interventions may be withdrawn from the curriculum at certain times. They can access the following intensive programmes:

#### Literacy

- SRA De-coding (to improve reading speed and accuracy)
- Toe by Toe (1:1 for Specific Learning Difficulties)
- Stride Ahead (1:1 for comprehension difficulties)
- Comprehension Booster
- Successmaker – Spelling
- Morphographs (intensive spelling)
- Spelling Choices
- Stareway to Spelling (1:1 for Specific Learning Difficulties)
- Dyslexic Institute Literacy Programme
- Units of Sound (Reading & Spelling programs)
- Paired Reading (with a Y10 buddy to improve confidence and fluency)
- Expressive Writing
- Speech and Languages programmes

#### Numeracy

- Practical Maths Improver (to improve basic mathematical skills using a kinaesthetic approach)
- Power<sup>2</sup> (Maths)
- Plus One (Maths)
- Success Maker - Maths Concepts and Skills
- Dyscalculia support

#### Catch up Numeracy

Students below age related expectations on transition will have a 1 to 1 session for 15 minutes twice a week. A diagnostic test identifies areas of need which are addressed during the session.

#### Hackney Literacy

A small group designed to develop reading comprehension and writing skills. Students below age related expectation on transition will access the course for 2 hours per week during Year 7.

## DST

A small group meeting for 1 hour a week for 8 weeks to develop specific spelling skills

### Additional

- Study Skills
- Keyboard skills
- Mentoring
- Homework Club
- Achievement Centre(s)

### Inclusion

#### Social, Emotional & Mental Health

- Positive Mentoring
- Social Skills (various courses on listening skills, body language, friendship, feelings)
- Achievement Centre
- GAP Club (Nurture Group)
- Alternative off-site provision
- Sex and Relationships Education (SRE)
- APSG Mentoring
- Student Voice

All interventions are focused, short term, carefully monitored and evaluated. Students are consulted through IEP monitoring with their keyworker. They complete a questionnaire at the end of the year and the results are used to inform future developments.

## KS4

It becomes difficult to withdraw students from lessons. The emphasis in Y10 & 11 is in-class support and providing a much more individual response. Provision includes:

### Learning

- Option support (continued literacy/coursework support)
- AIM Awards
- Access arrangements
- keyboard skills
- support for coursework
- mentoring
- SRE

### Inclusion

- AC
- modified timetable
- College visits
- alternative off-site provision

- post 16 transition support
- work placements
- APSG

## **8. Parents as Partners**

8:1 The 2014 Code of Practice emphasises the role of parents in SEND provision. “Parents” is a term used to cover all those who have parental responsibility for the student and therefore includes carers.

Heanor Gate values the partnership with parents, and collaboration is helpful when providing for SEND students. Parents offer a different perspective and can help the school to support their child.

Parents are involved in the following ways:

- Parents will be informed if the school is concerned their child has SEND
- A leaflet is available to all parents of SEND students giving contact details.
- The SEN Information Report is available on the website.
- Information on SEND is included on the school website and in the prospectus.
- Parents are invited to Parents’ Consultations to discuss progress and new targets twice each year. In addition, parents may be contacted as necessary to review IEP and targets
- Parents are informed of all interventions
- Parental permission is sought for all referrals to outside agencies and parents are informed of subsequent visits
- Parents are invited to all Multi Agency Meetings involving their child.
- Written records are kept of all phone conversations and meetings with parents. Specific action is agreed
- Parents are informed about the Derbyshire information Advice & Support Service for SEND
- Parent’s views are collected via a questionnaire at OPP review meetings

Every effort is made to meet the needs of parents with respect to the dates and times of meetings. This is not always possible because of the involvement of outside agencies. The SS keyworker then has to act as liaison with parents.

## **8:2 Parental Complaints**

These should first be directed to Judy Sisson (SENDSCO). A record of the complaint will be made and strategies implemented to resolve the issues.

If parents remain dissatisfied, they should contact Principal and the Chair of Governors.

The Derbyshire information Advice & Support Service for SEND can help and act as advocates if requested by parents. Officers from the LA can be called in for Statemented or EHCP students and provide independent disagreement resolution services.

## **9 Outside Agencies/Partnership Beyond the School**

9:1 Educational Support Services and other agencies are utilised by the school

- |                              |                 |
|------------------------------|-----------------|
| • Educational Psychologist   | Clare Curtis    |
| • School Nurse               | Joy Mail        |
| • Behaviour Specialist Nurse | Donna Whitemore |

- Senior SEND Officer Ellie Ballard
- Behaviour Support Service\* Sian Mansey
- Occupational Therapist Lisa Simpson, Susan Kraus
- Physiotherapy Penny Chambers
- Speech and Language Kimberley Tinsley
- Typing Julie Butcher

\*offering Social and Emotional support for students with EHCPs if applicable

#### Other specialist LEA staff

- Hearing Impairment Jayne Charters
- Physical Impairment Jo Kenworthy
- Visual Impairment Eleanor Duncan
- Multi Agency Team (MAT Team) Dave Bevis - Manager
- Family Resource Workers Kim Hollis  
Marie Beardsley  
Donna Large  
Kim Hollis  
Lorraine Hutsby
- Autism Outreach Helen Hobbs
- CAMHS (Rivermeade) Case dependent

#### 9:2 Support agencies are used in a variety of ways:

- attending SAP meetings (termly)
- attending Statutory Review Meetings, multi agency meetings, MEP, CAF, TAF meetings
- undertaking specialist assessment of need
- contributing advice for a statutory referral
- advising staff and parents of how to meet individual need
- providing specialist equipment
- developing and delivering programmes of study
- providing staff INSET
- working with students
- monitoring SEND provision within the school

#### 9:3 Primary Liaison – see section 6.2

#### 9:4 Post 16+ Liaison

- A member of the MAT attends Annual Reviews from Y9 onwards and contributes to the Transition Plan. The Transition Plan is reviewed and updated at the Y10 & Y11 Annual Review.
- Careers Personal Advisor offers guidance on careers and further training to students with SEND.
- SEND students are helped to find appropriate work experience in Year 10.
- Students and staff visit post 16 providers in Year 11 if appropriate

## 9:5 Links with other schools

- Cross phase SENDCO group meets to discuss SEND issues & plan joint training
- Area Secondary SENDCOs meet to discuss SEND and share good practice
- Joint INSET with other schools
- Records are passed on if students transfer to other schools

## 10 Monitoring, Evaluation and Review

### 10:1 Monitoring of Provision

- The team holds weekly meetings to discuss student progress, provision and changing needs
- All IEPs are monitored through regular meetings between the student and key worker
- All subject staff are aware of IEP targets and are asked to contribute to reviews
- Students are tested regularly with standard tests and scores are recorded. Students on SuccessMaker have weekly reports monitored by staff
- Meetings are held termly to discuss students who are causing concern and may need input from outside agencies
- In-class support is monitored through observation, the sharing of success and concerns at team meetings.
- Heanor Gate provision is also supported by specialist outside agencies
- Student accessibility groups meet to discuss issues affecting their school life
- Performance Management of TAs.
- Annual review of interventions and their effectiveness.

### 10:2 Evaluation

The following success criteria will be used to measure the success of the SEND policy:

- students are placed on the level appropriate to their need .
- IEPs are written in collaboration with students and parents, and are useful working documents
- students understand their targets and the steps needed to reach their goal
- all statutory documentation is completed
- Students with EHCP/Statements Annual Review meetings are held, show evidence of progress towards objectives and planning for further progress
- records are kept up to date to assist staff, students, outside agencies and parents to see progress made
- parents are informed of all meetings, involved in target setting and how their child is supported in school
- staff referrals are investigated and feed back is given
- school applications for Statutory Assessments and GRIP funding are made on the basis of need and evidence to support the application is convincing.
- feedback from students, outside agencies and parents via questionnaires
- feedback after team involvement in INSET (whole school, ITT, NQT)
- complaints are resolved efficiently but sensitively

### 10:3 Review

The policy will be reviewed and updated annually. The policy will be discussed with the SEND Governor and the Principal before being presented to the Governors for approval.

## Other Policies related to SEND

- Disability Equality Scheme
- Accessibility Plan
- Behaviour Policy
- Anti-bullying Policy
- Child Protection
- Children in Care