

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

COMPLIANCE:

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015).

RATIONALE:

Our school and college is a learning community, where students should experience success through our support of their individual needs, whether physical, learning, social, emotional or behavioural. We aim to offer support to students with special educational needs, giving them the chance to enhance learning performance and develop self-esteem across all areas of the curriculum through increased access. We are committed to an inclusive culture, where students of all ages, abilities and educational need feel valued and welcome. This policy was developed through consultation and was shared with stakeholders, including parents/carers and families. It reflects the SEND Code of Practice (2015), 0-25 guidance.

AIMS:

1. To provide access to a broad, balanced and relevant curriculum.
2. To support students in their education to ensure they achieve or exceed their target grades in each subject.
3. To put in place programmes of study (for classes, groups or individuals) which enable all SEND students to make progress and raise the aspirations of and expectations for these students, offering clear progression routes.
4. To use ICT to interrogate school and college, authority and government figures, on attainment of vulnerable groups and intervene accordingly.
5. To provide and monitor a flexible system of support, which recognises individual need and development.
6. To allocate resources so they are used flexibly, equitably and to maximum effect, to ensure effective learning.
7. To ensure attendance of students with SEND is at or above national average.
8. To provide a staffing structure with clear lines of responsibility for special educational needs as part of whole school and college restructuring.
9. To operate a system for identifying and monitoring individual progress and need through the SEND Code of Practice (2015), building on systems, practice and documentation used in feeder schools and supporting SEF (Self Evaluation Form) updates on a regular basis.
10. To devise effective lines of communication, consultation and support between all involved, student, parent/carer, staff, governor, feeder schools, outside agencies and others.
11. To provide support and advice for all staff working with special educational needs students and students with disabilities.

GUIDELINES:

1. Curriculum and accreditation routes will be kept under careful review, to ensure maximum relevance, flexibility and progression opportunities.

2. We will work with other schools, colleges and support agencies to maximise quality of curriculum provision and delivery.
3. We will deploy suitably qualified staff, to support both students and teachers and to advise on appropriately differentiated resources.
4. We will circulate up-to-date information to staff, to ensure that teachers are aware of students' needs and have advice on how best to ensure they overcome their barriers to learning.
5. We will develop good practice in the use of Student Passports, Learning Plans and IPMs (Individual Provision Maps), to support students with special educational needs and disabilities as outlined in the SEND Code of Practice (2015).
6. We will follow the guidelines as outlined in the Code of Practice and ensure that all staff are fully informed and conversant with the systems in place, to support the individual needs of our SEND students.
7. We will continue to use support staff to enhance the learning experience of all students in the classroom.
8. We will develop the use of ICT to support individual learning programmes.
9. We will work with our dedicated Careers Advisor, the Prevention Service and local employers to raise awareness and create work related learning opportunities.
10. We will review progress on a regular basis and work closely with parents/carers and, if necessary, Health and Social Care and associated agencies, in line with the SEND Code of Practice (2015).
11. We will support, consult and empower students to take responsibility for their own learning at all times.
12. We will continue to support students by developing support systems within the Learning Support Team and to expand this provision, when appropriate, as part of our graduated response to need.
13. We will provide appropriate support in examinations and assessments to meet the needs of an individual SEND candidate, without affecting the integrity of an assessment, in accordance with JCQ rulings on Access Arrangements.

Identification and assessment of learners with difficulties and/or disabilities:

Northallerton School & Sixth Form College is committed to the early identification of learners with difficulties and/or disabilities. Screening of all students at the start of Year 7 and again towards the end of Year 9 using Lucid Exact, will identify any students who may have specific learning needs. In addition to this, we make effective use of Access Reading Test and Vernon, as well as using a range of evidence that is collected through assessment and monitoring of students' progress and teacher referrals.

THE SEND REGISTER

THE SPECIAL EDUCATIONAL NEEDS and DISABILITY REGISTER (SEND REGISTER) AT NORTHALLERTON SCHOOL & SIXTH FORM COLLEGE

The Key Stage 3, 4 and 5 SEND Register is regularly updated by the SENCo for Northallerton School & Sixth Form College, who is responsible for coordinating support for all three Key Stages, thus ensuring a seamless SEND transition.

The main SEND Register shows our graduated response to individual need. Student tracking; Student Passports; Learning Plans; Individual Provision Map and additional SEND information - to widen staff knowledge of a variety of SEND needs - are also available to all staff in the SEND folder and on the school and college computer system. Ongoing evidence is collected to highlight the need for additional support and intervention as students progress through the school.

Records are accessed via SIMS and the school and college computer system. The Register is regularly updated as changes occur.

A graduated approach to SEN support

Areas of need, as identified in the Code of Practice (2015):

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

Our graduated response to these areas of need:

A Monitoring Stage is maintained, identifying students who have a previous history of support and intervention at primary school. This allows us to track their progress, even when no special provision is in place. It also informs staff when planning and preparing lessons and reviewing an individual student's performance.

Where students do not respond to planned differentiation and do not make adequate progress, there is a need to provide something additional or different. We will act to remove barriers to learning and put effective and additional provision in place. This could be further assessment, additional or different teaching materials, or a different way of teaching. It might sometimes, but not always, be additional adult support.

Learning Plans and Individual Learning Passports are used to record a history of the different or additional provision put in place for the student and interventions currently in place. The Student Passport also has information provided by the student about their perceived strengths and areas they would like to improve. This helps to inform staff how to work with the student to achieve the best outcomes. Teaching strategies, short-term targets for the student, success criteria and a review of what they have achieved are also included. Parents/carers will be fully informed of interventions and are an integral part of the process. The Student Passport is reviewed at least annually with the student and parents/carers and, likewise, the Learning Plans are reviewed after timed interventions. Copies are made available to parents/carers and the student.

In addition, the SENCo may, as part of the graduated response to need, request help and advice from the LA's support services and from Health or Social Care professionals including:

- Communication and Interaction for Autism
- LADO (Local Area Designated Officer) for Safeguarding and Child Protection
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Social Worker Service and Parent Support Advisors
- Physical, Sensory and Medical Service - support with hearing/visual impairment/physical disability
- Children and Young People's Social Care
- SALT Team (Speech & Language Therapy)

- Occupational Therapy
- Consultant Paediatricians
- School Nurse.
- ELAC Team for Looked After Children
- Early Help
- Children's Development Centre
- Young Carers
- COMPASS
- Collaborative and PRS (Access and Inclusion)
- The Prevention Team
- Community Police
- Army Welfare Service

For SEND students from service families, the MOD's Directorate for Children and Young People offer additional information, support and advice to parents/carers who seek an EHCP through the Children's Education Advisory Service (CEAS). (For further information, see SEND Code of Practice 2015 - 10.53 to 10.59)

These students are supported by a Learning Plan and Student Passport and where needed, an Educational Health and Care Plan (EHCP).

Most students will have their special educational needs met through a SINGLE CATEGORY of need. In a few instances where satisfactory progress is not made, a statutory multi-agency assessment is carried out, resulting in the implementation of an EHCP. This document outlines the student's needs in detail and the special educational provision to be made for them. The EHCP is reviewed at least annually. This meeting includes the student concerned, their parents/carers, staff and representatives of any outside agency which has an involvement with the student; it is child-centred. Information regarding progress and aspirations are gathered from the student and his/her parents/carers and their views are central to the discussion. The meeting will reflect on current progress and set targets for the coming year. This report is circulated to relevant parties within the recommended timescales.

The SEND Code stresses the importance of working in partnership with parents/carers in all aspects of the student's education and of the student's active participation in making decisions. Students have a voice and are encouraged to have choices in relation to their own education. A Support Plan may be drawn up as part of the EHCP. This is developed in consultation with parents/carers and the student, working alongside professionals. It should record strategies employed to enable the student to progress.

This process is the **ASSESS – PLAN – DO – REVIEW** cycle and will be applicable to both students with EHCPs and those students in the school-based category of SEN.

During the 'Assessment' phase, we will work with parents/carers, the student, school and college and others who may be helping, in the following ways:

- Analyse the information available in school, at home and from other helpers about the student's learning, achievement and progress. We do this by talking to as many of the people involved as possible, starting of course with the student, thus ensuring that we get everyone's views of what works best, which barriers remain and what the outcomes of further support should be. We also look at all the relevant written information available from those professionals involved and we may observe the student in a learning environment.

- We may carry out some tests to discover how the student thinks and learns if we think they will inform us how best to develop teaching and learning programmes.
- We will generate ideas about what the barriers to learning are and come up with proposals about how to overcome these in order to increase inclusion and improve outcomes for the student.
- Supporting staff, students, families and other people involved to make changes that lead to better outcomes.
- Incorporating the views of students, families, school and other agencies into the planning for better outcomes, using their resources and strengths to design and deliver effective ways of improving learning outcomes.

During the 'Planning' phase, we work in the following ways:

- We take the ideas that we have gathered into the planning session held in school and college about the student (with parents/carers, the student and other relevant helpers at the appropriate stages of planning). We work with parents/carers to design a workable programme of support that will achieve the learning outcomes, which we all agree should be targeted over the next few weeks and months.
- We set dates for any input that we will make to the learning programme to support school and college and home in helping the student to learn better and of course, we will agree to contribute to the **review** of the programme's success on a specified date.

The 'Do' phase:

- Where we carry out any agreed actions from the planning meeting, supporting the learning programme and approach that we have agreed.
- It will depend, of course, on the nature of the learning needs of the student as to what support we give. In general, we can offer for example, to support parents/carers and school and college by training or delivery of some specialist approaches to teaching and learning, observations of progress that inform further development, or individual sessions that check the student's perceptions of progress and success.

The Review Phase:

- We **review** and evaluate the impact of our work with parents, students and the professionals involved. We then **plan** for further progress with parents, students and professionals, based on the success of the learning so far.
- We provide parents with carefully recorded evidence of all our planning, delivery, **review** and evaluations of the impact of all our work so that they can make a judgement about next steps.

Depending on the level and nature of the support needed by the students, we may agree to continue to be involved or to step away from direct involvement for the time-being if the programme is successful.

Some students will continue to need higher levels of support and in these cases, we would continue to be involved. There are various ways in which higher levels of support are provided in schools and for those students with very significant special educational needs, it may be necessary for them to have an EHCP as described in the SEND Code of Practice.

North Yorkshire Local Authority have been a Pathfinder Authority for the new SEND Code of Practice and have developed robust procedures to follow when it is felt by the parent/carer or the

educational professionals involved that an EHCP should be sought. Please refer to the SEND Code of Practice for additional information about the EHCP.

At Northallerton School & Sixth Form College, EHCPs, Learning Plans and Student Passports are circulated to parents/carers and the student and staff have access to all Learning Plans and Student Passports through the school and college computer system. In addition, all staff have access to training and guidance, which gives them an awareness and understanding of SEND, enabling them to identify and provide for the needs of all students. This ensures that they are able to adapt their curricula according to the needs of each student.

WAVES OF INTERVENTION

A key focus must be on 'diminishing the difference' for the students who are on the SEND Register. 'Waves of Intervention' are an important model we use to support this.

Wave 1 Interventions – offer students an inclusive and well-differentiated experience in every day lessons. This involves high quality teaching for all (not only those students who are on the Register), with plenty of support and opportunities to achieve age-related expectations.

Wave 2 Interventions – offer students short-term help to accelerate key points of learning. This enables smaller groups of students to cover what they have missed, or address learning which is insecure and includes interventions such as coursework booster sessions.

Wave 3 Interventions – offer intensive targeted support when small group intervention proves to be insufficient. This wave of support includes interventions such as learning mentors. Individual support is linked to precise personal targets and timescales.

Wave 1 intervention, as stated, is for all students, whereas Wave 2 interventions are not primarily SEND interventions and, where they are delivered without modification, students do not need to be placed on the SEND Register. However, Wave 3 interventions are specific, targeted interventions for students identified as requiring SEN support. Students receiving Wave 3 interventions will always be placed on the SEND Register.

This is the basis of our Graduated Response to need.

THE LEARNING SUPPORT TEAM

In addition to in-class support provided by HLTAs (Higher Level Teaching Assistants), ATAs (Advanced Teaching Assistants) and GTAs (General Teaching Assistants), there is an extensive network of support staff, all of whom have regular meetings to share information and expertise. At regular meetings, individual student's needs are discussed and strategies are put in place to help students access the curriculum. Information is then disseminated to staff via email, staff briefings and through 'Confidentials'.

LIAISON WITH PARENTS/CARERS

We believe that forming and maintaining a firm partnership with parents/carers is paramount. This is the underlying ethos of the SEND Code of Practice (2015). Learning is a three-way process amongst student, parent/carers and the school and college. All three must feel that the partnership exists for their mutual support.

Links with parents/carers and students at Northallerton School & Sixth Form College are initiated at Open Evenings when Learning Support Staff are available to talk informally to parents/carers and students and at review meetings during Year 6.

LIAISON WITH STUDENTS

At Northallerton School & Sixth Form College, students begin some of their GCSE courses in Year 9 to increase ease of transition between KS3 and KS4.

At Northallerton School & Sixth Form College, Year 6 students have a number of days at the school and college in the summer term, when they experience secondary school life following the Year 6 interviews with their base coaches. This has been found to greatly increase the ease of transition between primary schools and the Northallerton School & Sixth Form College.

It is recognised, however, that for a number of the students on the SEND Register this is not sufficient and familiarisation visits are organised. The Year 6 Transition Manager and the SENCo may arrange for individual or small groups to make additional visits to the school and college, prior to the Autumn Term transfer. This Transition process begins mid-way through the Spring Term for some identified SEND students.

LIAISON WITH OUTSIDE AGENCIES

Strong links are maintained between the Northallerton School & Sixth Form College and support agencies, and staff and students all benefit from their support and advice.

Where students are being educated off-site for medical or other reasons, links are maintained via the home tutor, Education Social Workers, School Medical Service or the Pupil Referral Service and parents/carers. Where possible and/or desirable, regular meetings are held to ensure a continuity of support.

Policy Review dates:

Review Date	Changes made (Y/N)	Responsibility	Approved by Governors
March 2009	Y	DKB	08/07/2009
February 2010	Y	DKB/JJa	24/03/2010
March 2011	Y	TK / ATh	06/04/2011
March 2012	Y	HTh	28/03/2012
March 2013	Y	ATh	27/03/2013
September 2014	Y	HTh / TSa	06/10/2014
September 2015	Y	NBr / SZa	28/09/2015
September 2016	Y	RMi	27/09/2016
July 2017	Y	RMi	10/07/2017
October 2018	Y	RMi	

October 2019	Y	JSh	
September 2020	Y	JSh	17/09/2020

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