



NORTHFIELD SCHOOL & SPORTS COLLEGE

SPECIAL NEEDS POLICY

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Section 1 – Contact Information

The person responsible for managing Northfield’s provision for children and young people with SEND is Mrs Rebecca Waistle, SENCO. The Senior Leadership Link to the SEND Department is Mr Craig Walker.

This SEND Policy details how Northfield School will ensure that the necessary provision is made for any student who has special needs and that those needs are made known to all who are likely to teach or support them. The Special Educational Needs Co-ordinator (SENCO), is responsible for the operation of this policy. She is assisted by a team of Learning Support staff.

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs. So far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated they will be fully included in all the activities of the school alongside their peers.

The school’s SEN Policy complies with the statutory requirement laid out in the Special educational needs and disability code of practice: 0 to 25 years and has been created by the school’s SENCO with the SEN Governor in liaison with the SLT.

This SEN Policy should be read in conjunction with the school’s Accessibility Policy and Plan, which gives in depth and specific detail on types of special needs and disabilities and how we as a school improve access to education and educational achievement for all students.

Section 2 – Aims & Objectives

At Northfield School, SEND provision is an integral part of the School Improvement & Development Plan. All staff strive to raise the aspirations of and expectations for all students with SEND, providing a focus on outcomes for children and young people.

The school is an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all students.
- Systems for the early identification of barriers to learning and participation.
- High expectations and suitable targets for all.

SEND Objectives

1. To work within the guidance provide in the SEND Code of Practice 2015.
2. To provide support and advice for all staff working with special educational needs students and those with disabilities
3. To identify and provide an inclusive curriculum for students who have special educational and additional needs

4. To operate a “whole student, whole school” approach to the management and provision of support for special educational and additional needs
5. To value all students with special educational and additional needs as full members of the school community
6. To involve all students with special educational and additional need and their parents in a partnership approach to assessing progress and determining goals.
7. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy

Section 3 – Identifying Special Educational Needs and Disabilities

Northfield School complies with the SEND Code of Practice 2014 and Local Authority guidance to ensure that all students’ needs are appropriately met. Quality first teaching is paramount in providing for all students. The Code of Practice suggests that students should be identified as SEND only if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching available to them.

The SEND Code of Practice, Chapter 6, recognises that children and young people’s needs and requirements fall into four broad areas:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (6.28)

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (6.29)

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. (6.30)

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people

may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (6.32)

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. The Department for Education publishes guidance on managing students' mental health and behaviour difficulties in schools: (6.33)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health: (6.34)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388198/Care_and_Support_for_Deafblind_Children_and_Adults_Policy_Guidance_12_12_14_FINAL.pdf

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (6.35)

These four broad areas give an overview of the range of needs that Northfield may need to identify and plan for. The purpose of identification is to work out what action the school needs to take to meet individual needs, not to fit a student into a category.

Behavioural issues are not classified as special needs. These are dealt with in line with Northfield's behaviour and guidance policies.

Northfield also supports those students who are not on the SEN register but may need support in relation to:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a child who is looked after
- Being a child of parents serving in the armed forces

All students are supported if needs are identified even though they do not fall into a specific category.

Section 4 – A Graduated approach to SEN

Northfield School adopts a graduated approach to meeting special needs that requires the initial use of classroom and school resources before bringing in specialist expertise to help with the difficulties that a student is experiencing.

Teachers, tutors and guidance staff are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support is not used as a substitute for a lack of good quality teaching.

The quality of teaching for all students is regularly and carefully reviewed. Where necessary, improvements are made to teachers' and support staff understanding of strategies to identify and support vulnerable students and their knowledge of the SEND students they most frequently encounter.

If a student is known to have a special educational need or disability when first joining Northfield School from either a primary or other school, the SENCO will:

- Attend the annual review or a pre entry review meeting of that student, to assist in the planning process and to enable parents/carers to be fully informed when decisions regarding educational provision are being made
- Deploy LSAs to visit primary schools in the summer term, prior to transfer, to obtain detailed information in order to plan effectively for SEND students
- Use information from the primary/previous school to provide an appropriate curriculum for the student and focus attention on action to support the student within the class
- Ensure that ongoing observation and assessment provides feedback about the achievements to inform future planning of the student's learning
- Ensure opportunities for the student to show what they know and understand
- Involve the student in planning and agreeing targets to meet their needs
- Involve parents/carers in developing a joint learning approach at home and in school

Assessment is a continuing process that can identify students who may have special educational needs or disabilities. When a young person already at Northfield School is identified as having special educational needs or disabilities, the teacher and SENCO will consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

The school will measure the student's progress by referring to:

- Evidence from teacher/LSA observation and assessment
- Their performance against the National Curriculum performance descriptors as appropriate
- Standardised screening or assessment tools

For higher levels of need, the SENCO will contact the relevant external agency enabling her to draw on more specialised support. Parental consent will be obtained to comply with the data protection act as information may need to be shared with various agencies.

At all times parents/carers are kept informed so that they feel fully involved in the process surrounding their child.

Managing students on the SEND register

Northfield School follows the assess, plan, do and review cycle:

Assess

Students are identified as having special educational needs or disabilities (SEND) from a range of information provided by primary or previous schools, staff within school, parents and carers.

If a need is identified within school, parents/carers will be contacted and with permission, appropriate assessments will be carried out, some with external agencies, to confirm the support the student requires. Students will have the assessment process explained to them and will be kept informed at all times.

Assessment is a continuing process that can identify at any stage students who may have special educational needs or disabilities. Students' progress is measured by referring to:

- Evidence from teacher and support staff observation and assessment
- Information from external agencies
- Their performance against the national performance descriptors
- The objectives specified in the National Literacy and Numeracy Strategy Frameworks
- Standardised screening or assessment tools

Plan

SEND is a whole-school priority so teaching staff work, when appropriate, alongside learning support assistants delivering quality teaching.

Whilst teaching students with SEND is primarily the responsibility of the class teacher, teachers will receive support and relevant information from the SENCO in relation to the specific needs some students may have.

All staff have a duty to plan lessons and differentiate for those who have special educational needs and/or disabilities. Should specific areas of need in learning and development be identified, additional or different provision will be planned.

Do

The school offers a variety of provision, specific to the needs of the student. Support will vary, some may be short, other medium or long-term. Some support is carried out by staff within school and other support may be via external agencies. At all times permission is sought from parents/carers and discussions are held to ensure that all those concerned are happy with what is in place.

Review

A clear date for reviewing progress is agreed. Earlier decisions and actions are revisited and revised. Feedback is sought from students, parents/carers, teaching staff, support staff and external agencies.

Results of standardised assessments and other assessments are analysed. Data tracking following school procedures takes place at regular assessment points.

In SEND Review Meetings, effectiveness of support and interventions and the impact on the student's progress is evaluated, along with the views of the student and parent/carer.

Annual review of EHC Plans are conducted with the student at the centre of the meeting. Annual reviews at 14+ prepare for the transition to employment, further education, work-based training, higher education and adult life.

The SENCO attends Parents' Evenings and Options Evening and is available for appointments to discuss the student's needs.

Should it become apparent Northfield School is unable to fully meet the needs of a student through its own provision and it is felt additional support/specialist services/Local Authority High Needs funding are required to support a student, the SENCO will take responsibility for this procedure, in full consultation with parents/carers and any other relevant members of staff. The SENCO will complete the relevant paperwork with the supporting documentation to make the referral.

Section 5: Criteria for exiting the SEN register

Once a term the SENCO will assess how all SEND students have progressed and if a student appears to be succeeding the SENCO will contact all subject teachers as well as the Guidance team to establish if it is felt that the student is progressing well enough to be removed from the register. If this is the case the SENCO will then contact parents/carers with the evidence to explain that their child can be removed from the register but should their child need to be placed back onto the register this can be done. If the parents/carers are happy for their child to be removed from the register, the SENCO will send a letter of confirmation to them and remove the child from both Pupil Data Management Software (PARS) and all SEND registers in school. A record of their inclusion will remain visible to staff and monitoring of progress will continue.

Section 6: Supporting students and families

Below are contact details for various links which may be helpful to parents/carers:

Stockton Borough Council

Stockton Borough Council's Local Offer provides information to parents and carers of children and young people with special educational needs and can be found by following the link below:

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page> Stockton Local Authority's Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) (formerly Parent Partnership Service) provides impartial advice, information and support to parents of students with SEND. The SEND Parent Partnership Officer is Caroline Fell who can be contacted on:

Tel: 01642 527158

Email: Caroline.Fell@stockton.gov.uk

Government policies

The SEND code of practice can be found on the following link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

A link to the school's statutory requirement to provide a [SEND Information Report](#); Regulation 51, Part 3, section 69(3)(a) of the The Special Educational Needs and Disability Regulations 2014 is found below. The detail is in schedule 1

http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf

Section 7: Supporting students at school with medical conditions

The school recognises that students at school with medical conditions should be supported so that they have full access to the curriculum, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision in which case the SEND Code of Practice (2014) is followed.

The school's policy on managing the medical conditions of students can be found on the following link: Northfieldssc.org/about/policies-1

Section 8: Monitoring and evaluation of SEND

Feedback is sought from students, parents/carers, teaching and support staff and external agencies. Results of standardised assessments and other assessments are analysed. Tracking data, following school procedures, takes place at regular assessment points.

In Annual EHC Plan review meetings, effectiveness of support and interventions and the impact on the student's progress is evaluated, along with the views of the student and parents/carers. Those meetings held for students aged 14+ prepare for the transition to employment, further education, work-based training, higher education and adult life.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

Section 9: Training and resources

The school's SENCO regularly attends Local Authority SENCO meetings and is a member of Nasen, the leading organisation in the UK for special needs information. Access to both enables Northfield School to keep abreast of local and national updates in SEND.

Staff development is essential to the commitment to a whole school approach to SEND. To this end, school-based INSET devoted to SEND issues is delivered during professional development days/evening sessions and on a consultancy basis with the SEND Department. All staff and governors are encouraged to take advantage of INSET opportunities provided by the LA or external agencies, including the special arrangements for the induction of newly qualified teachers. Recently appointed staff are briefed by the SENCO and provided with relevant documentation about the students they teach.

The school's SEND funding is made up of core and additional support with top up funding for those needing further support or resources.

Section 10: Roles and responsibilities

The SEND policy is subject to a regular cycle of monitoring, evaluation and review. Reports are submitted to the governing body on a regular basis. The governing body has appointed a link governor with appropriate skills and knowledge in SEND.

The Headteacher has responsibility for the day-to-day management of the school's work, including provision for SEND.

The SEND department comprises of the SENCO Mrs R Waistle, SEND Support Manager, Mrs H White and a team of LSAs.

The role of the SENCO:

- Overseeing the day-to-day operation of the SEND department and policy
- Liaising with and advising teachers, sharing relevant information and strategies to enable students with SEN to achieve their full potential
- Co-ordinating provision and overseeing records for students with SEN
- Monitoring the progress of students with SEN
- Liaising with parents/carers, outside agencies, feeder primary schools and post-16 provision
- Contributing to the in-service training of staff

The role of the SEND Support Manager:

- Day to day management and support of LSAs
- Co-ordination of training opportunities for LSAs
- Management and co-ordination of intervention programmes for SEN/CLA students
- Tracking of data
- Delivery of Lucid testing
- EAL Co-ordination
- 1:1 Literacy intervention.
- Y7 Progress Group teaching

The role of the LSA:

- Supporting students in maximising their potential
- Contributing to an inclusive ethos of the school and department
- Supporting teachers and other support staff in the delivery of the curriculum, observing and assessing individual students as required
- Providing regular feedback about students' progress when required
- Helping students to become independent learners and build their self-esteem
- Being aware of students' individual needs and the strategies most useful for addressing those needs
- Helping students access the content of their curriculum and record their work

The SEND Governor is Mr P Sowerby.

The designated teacher with specific Safeguarding/CLA responsibility is Mr A Bimson.

The manager responsible for ensuring the school meets the medical needs of students is Mrs J Norton.

Section 11 – Storage and managing information

Documents are stored in line with the school's retention guidelines. Parents can request to see a copy of documents by contacting the SENCO.

Section 12: Reviewing the policy

The SEND policy will be reviewed annually and updated during the year as appropriate.

Section 13: Appendices

Address: Northfield School & Sports College, Thames Road, Billingham TS22 5EG

Tel: (01642) 557373

Fax: (01642) 360392

Email: northfield.school@stockton.gov.uk

Website: www.northfieldssc.org

Senior Leadership Link for SEND – Mr C Walker, Headteacher

Assistant Head Teacher (Pastoral) – Mr P Richardson

Governor responsible for SEND – Mr P Sowerby

SENCO – Mrs R Waistle

Qualified Teacher for VI – Mr M McNally

Qualified Teacher for HI – Mr P Olone

The following school policies can be found by going to Northfieldssc.org/about/policies-1

Policy for Dealing with Concerns and Complaints

Supporting Students at School with Medical Conditions Policy

Accessibility Policy and Plan

Admissions

Other Information

Access Arrangements may be available to some students for exams. The SENCO is responsible for those assessments but information can be obtained from the exam board by following the link below:

www.jcq.org.uk