



# NORTHFIELD SCHOOL & SPORTS COLLEGE

## SEND POLICY

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## 1. Roles and Contact Names

- The person responsible for managing Northfield's provision for children and young people with Special Educational Needs and Disabilities (SEND) is Mrs Rebecca Waistle, SENDCO.
- The Senior Leadership link to the SEND Department is Mr Gary Ankers.
- The Governor link to SEND is Mr Paul Sowerby.
- The Assistant Head Teacher (Pastoral) link to SEND is Mr P Richardson.
- The Teacher for Visually Impaired is Mrs L Addison.
- The Teacher for Hearing Impaired is Mr P Olone.
- The Designated Teacher with specific Safeguarding/CLA responsibility is Mr A Bimson.
- The Senior Leadership link for ensuring the school meets the medical needs of students is Mrs J Norton.

This SEND Policy details how Northfield School will ensure that the necessary provision is made for any student who has SEND and that those needs are made known to all who are likely to teach or support them. The Special Educational Needs and Disabilities Co-ordinator (SENDCO) 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. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have SEND. So far as is reasonably practical and compatible with the student receiving the SEND 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.

Each academic department has a nominated SEND ambassador whose role it is to ensure that SEND needs are consistently included in all aspects of departmental planning and evaluations.

The school's SEND policy complies with the statutory requirement laid out in the government guidance: SEND code of practice 0 to 25 years and has been created by the school's SENDCO with the SEND Governor in liaison with the SLT.

This SEND Policy should be read in conjunction with the school's Accessibility Policy and Plan, which gives in depth and specific detail on types of SEND and how Northfield School ensures access to education and educational achievement for all students.

## 2. Aims & Objectives

At Northfield School, SEND provision is an integral part of the School Improvement & Development Plan. All staff are active in raising the aspirations of and expectations for all students with SEND, providing a focus on outcomes for all.

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.
- Role as an enhanced mainstream school for young people with hearing or visual impairment within Teesside.

### SEND Objectives

1. To work within the guidance provide in the SEND Code of Practice (as amended May 2015).
2. To provide support and advice for all staff working with SEND students.
3. To identify and provide an inclusive curriculum for students who have SEND.
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 SEND as full members of the school community.
6. To involve all students with SEND and their parents in a partnership approach to assessing progress and determining goals.
7. To support SENDCO in her work with the SEND Inclusion Policy.

### 3. Identifying Special Educational Needs and Disabilities

Northfield School complies with the SEND Code of Practice 2014 (as amended May 2015) and local authority guidance to ensure that all students’ needs are appropriately met. Quality first teaching is paramount in providing for all students. The SEND 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 students’ needs and requirements fall into four broad areas:

#### Communication and Interaction

Students 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)

Students 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 students 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 students 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 students 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

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

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](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 students 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 students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

[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](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 students 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 identifies and plans for. Northfield takes action to meet individual needs, not to fit a student into a category.

Northfield also supports those students who are not on the SEND 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.

#### **4. A Graduated Approach to SEND**

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.

Curriculum Leaders, teachers, tutors and guidance staff are responsible and accountable for the progress and development of the students in their areas, 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's 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 SEND when first joining Northfield School from either a primary or other school, the SENDCO 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
- Ensure that LSAs 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 student's attainment and achievements to inform future planning of 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 SEND. When a student already at Northfield School is identified as having SEND, the teacher and SENDCO will consider all 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 SENDCO will contact the relevant external agency enabling her to draw on more specialised support. Parent/carer consent will be obtained to comply with GDPR and the Data Protection Act 2018, as information may need to be shared with other agencies.

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

## 5. Students on the SEND Register

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

### Assess

Students are identified as having 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 SEND. A student's 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 KS3 and KS4 strategies.
- Outcomes from intervention programmes
- 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 SENDCO in relation to the specific needs some students may have.

All staff have a duty to plan lessons and differentiate for those who have SEND. 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. Previous 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 reviews 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 SENDCO attends parents' evenings and options evening and is available for appointments to discuss the student's needs.

Should it become apparent that 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, the SENDCO will initiate a referral procedure, in full consultation with parents/carers and any other relevant members of staff. The SENDCO will complete the relevant paperwork with the supporting documentation to make the referral.

## **6. Criteria for Exiting the SEND Register**

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

## **7. 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 students with SEND and can be found by following the

link:<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

This 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](mailto: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, paragraph 6.79 of the SEND Code of Practice January 2015

The detail is in schedule 1:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **8. Supporting Students at School with Medical Conditions**

The school recognises that students at school with medical conditions must be supported so that they have full access to the curriculum, including school trips and physical education. Some students 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 students may have SEND and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational needs in which case the SEND Code of Practice (2015) is followed.

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

## **9. Monitoring and Evaluation of SEND**

SEND provision is reviewed in line with the whole School Improvement Planning and is subject to the same quality assurance processes. A SEND Specific School Improvement Plan (SIP) is compiled annually.

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

## **10. Training and Resources**

The school's SENDCO regularly attends Local Authority SENDCO 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 a whole school approach to SEND. 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 SENDCO 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.

## **11. 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 in and knowledge of SEND.

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

The SEND department comprises the SENDCO Mrs R Waistle, SEND Support Manager Mrs H White, Progress Group Teacher Mr Kentfield-Wells, HLTA Ms L Malone and a team of LSAs.

The role of the SENDCO:

- 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 SEND to achieve their full potential
- Co-ordinating provision and overseeing records for students with SEND
- Monitoring the progress of students with SEND
- 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 SEND /CLA students
- Tracking of data
- Delivery of Lucid testing
- EAL Co-ordination
- 1:1 Literacy intervention.
- Progress Group teaching

The Enhanced Mainstream School Provision

- places are funded by the Local Authority and offered in agreement between the school and the LA as set out in the SLA;
- Mr P Olone and Mrs L Addison have the role of QTHI and QTVI respectively;
- Mr P Olone has day to day oversight of the provision supported by a Level 3 LSA for each specialism plus additional LSAs.

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 require
- 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 to access the content of their curriculum and record their work

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## **12. Storage and Management of Information**

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

## **13. Reviewing the Policy**

The SEND policy will be reviewed annually and updated during the year as appropriate in line with the school's policy review processes.

## **14. Appendices**

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

**Tel:** (01642) 557373

**Fax:** (01642) 360392

**Email:** [northfield.school@stockton.gov.uk](mailto:northfield.school@stockton.gov.uk)

**Website:** [www.northfieldssc.org](http://www.northfieldssc.org)

**The following school policies can be found by going to <http://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 SENDCO is responsible for those assessments. Information can be obtained from the exam board by following the link below:

[www.jcq.org.uk](http://www.jcq.org.uk)

## 15. Data Privacy Statement

Does any review/amendment to this policy have an impact on the security of personal data or rights of individuals?

Yes/No: **Yes**