



Special Education Needs and Disability (SEND) Policy

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Governing Body	

Status:

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Approval by	Governing Body

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Changed by	Revision Date		
Business Manager	12 April 2018	1.1	Updated to reflect new SENDCo details

Review Date	
Frequency	Next Review Due
Annually	September 2018

1 Overview

1.1 Within the Seaton Valley Federation, we believe that:

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

1.2 This policy was developed by the Senior Leadership Team, and shared with stakeholders, including parents and families. The policy reflects the 2014 SEND Code of Practice, 0-25 guidance.

1.3 Within the Seaton Valley Federation, the SENDCos are as follows:

- Astley Community High School: Ms Anne-Marie Roe
- Whytrig Middle School: Mrs Preetha Lowden
- Seaton Sluice Middle School: Mr Joe Elliott

1.4 In accordance with the requirements of Clause 64 Children and Families Bill 2014, they are all working towards the following specialist qualification within the areas of special needs and inclusion: The National Award in SEN Leadership (Level 7).

2 Introduction

2.1 Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

2.2 We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

3 Compliance

3.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Stautory Guidance on Supporting pupils at school with medical conditions (April 2014)

- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

3.2 The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

4 Definition of 'SEND'

4.1 The Special Education and Disability Code of Practice: 0-25 years (2014) states:

- *Xiii A child or young person has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her.*
- *Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
 - ✓ *has a significantly greater difficulty in learning than the majority of others of the same age, or*
 - ✓ *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

4.2 The definition of disability in the Equality Act (2010) states children with '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

4.3 It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

5 Broad Areas of Need (See Appendix 1)

5.1 There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

- 5.2 When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.
- 5.3 All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated. When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our SEND Information Report provides further information about the agencies we work with.

6 Identification of 'SEND'

- 6.1 A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behavior difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

- 6.2 Some children arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school or setting to ensure there is a smooth transition and continuity of provision.
- 6.3 If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.
- 6.4 If parents have any concerns about their child they should contact the appropriate Year or Key Stage Leader in the first instance. Alternatively, they may make an appointment to see the SENDCo or the Head of School.
- 6.5 Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

7 SEND Provision

- 7.1 Where a child is identified as having SEND, we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.
- 7.2 A Pupil Profile is then written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly. Parents are invited to discuss this plan; their child's progress and the

support and targets. *Subject teachers, Student Progress Leaders and the SENDCo are available for further discussion by appointment through the school office.*

7.3 We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

- **Assess** - in identifying a child as needing SEN support, the subject teacher, working with the SENDCo, the child (if appropriate), and the child's parents, carry out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENDCo agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **Do** - the class or subject teacher remains responsible for working with the child on a daily basis. With support from the SENDCo, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCo should support the practitioner / class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENDCo, taking into account the child's parents and the child's views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

7.4 This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

8 Our School's graduated approach to SEND

8.1 Level 1: Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated class work. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewing.

8.2 Level 2: Additional School Intervention

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related

expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage children from other agencies may be sought.

8.3 Level 3: High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENDCO and subject teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

9 Statements of Educational Need/ Education, Health and Care Plans

- 9.1 From 1 September 2014, Statements of Special Educational Need (SEN) were replaced by Education, Health and Care (EHC) Plans. The new EHC Plan gives the same statutory protection, but now covers from birth to age 25 and extends the rights to young people in further education and training, including apprenticeships, who currently have a Learning Disability Assessment (LDA).
- 9.2 All new requests, from 1 September 2014 onwards, have been undertaken as EHC Plan needs assessments.

10 Home School Partnership

- 10.1 The Seaton Valley Federation recognises that parents know their children best. Parents are always welcome to discuss their child, and their views are respected and concerns taken into consideration at all stages of the SEND procedure.
- 10.2 All parents and /or carers are invited to meet with their child's subject teachers and form tutor throughout the academic year as well as receiving termly tracking reports.
- 10.3 Parents of children identified as having SEND are also invited to a consultation once a term at which their child's progress, Pupil Profile detailing the additional support, interventions and targets are discussed and agreed.
- 10.4 Additional opportunities for parents to attend workshops and curriculum events will be provided where possible.

11 Pupil Views

- 11.1 Children's views matter to us.
- 11.2 All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

11.3 For their annual review children with Statements of SEND or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the Inclusion Team.

12 SENDCos

12.1 In order to ensure the most effective SEND provision, the SENDCos have the following procedures in place:

- Weekly meetings with the SLT
- Meetings with David Bickerdike, the Governor responsible for SEND
- Termly year team meetings to discuss children on the SEND register and their provision, as well as further meetings and discussion as required
- Pupil progress meetings
- Regular meetings with the Learning Support Assistants

13 Staff Development:

13.1 The school is committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with SEND. All SEND support staff attend regular training throughout the year to update and increase their knowledge and skills.

14 Complaints

14.1 If you feel that your child's SEND is not being met by the Federation, please make an appointment to come in and discuss the matter with a member of the SEND team in order that any issues may be addressed.

14.2 If you are not happy with the outcome of this meeting, please contact the SENDCo who will arrange a further meeting and identify a way forward.

14.3 If you are still not happy, please follow the usual complaints procedure and contact the relevant Head of School.

15 Conclusion

15.1 Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

16 Related policies

16.1 This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Behaviour Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Individual School SEND Information Report

Appendix 1 - Broad areas of need from Code of Practice (0-25) 2014

Communication and interaction

6.28 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.

6.29 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.

Cognition and learning

6.30 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.

6.31 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

6.32 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.

6.33 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 pupils.

Sensory and/or physical needs

6.34 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, or habilitation support. 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.

6.35 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.

Appendix 2 - Moving from the old to the new system

During the academic year 2014-15 and up to 2018, aspects of the previous policy and practice will run alongside the new Code of Practice. For example, students with existing Statements of Special Educational Need will continue to have their Annual Reviews of Statement until such time as their Statement of SEN has been converted to an EHC Plan.

By 1st April 2018, Local Authorities must have transferred all children and young people with statements of SEN to the new Special Educational Needs (SEN) system following a transfer review. During the transition period from 1 September 2014 to 1 April 2018, local authorities must continue to comply with Part IV of the Education Act 1996 in relation to children and young people with statements. During the transition period, Northumberland will ensure that a child or young person's statement of SEN will remain in place until:

- after the period within which a parent can register an appeal with the First-tier Tribunal following a local authority's decision to cease the statement of SEN, or, if an appeal is registered, after the appeal has been determined
- the statement of SEN is ceased because the young person leaves education
- a 'transfer review' has been completed for the child or young person and an EHC plan is secured for him/her
- after the period within which a parent or young person can register an appeal following a local authority's decision not to secure an EHC plan and to cease to maintain the statement of SEN following a 'transfer review' or, if an appeal is registered, after a determination that an EHC plan is not required.

SVF will work with the Local Authority organising and holding transfer reviews for pupils with existing statements in accordance with Northumberland's Transition Timetable.

Transfer of Statements of SEN to Education, Health and Care (EHC) Plans

Northumberland will transfer children and young people to Education Health and Care Plans in a way that maximises the benefits for children, young people and their families. We would like this transition to happen at a pace that is achievable and which maintains the quality of support both to children and young people. Northumberland are planning to transfer all existing statements of SEN into EHC Plans by 1st April 2018 in a phased way, enabling the structures and processes to develop more fully over time and support the new system.

Detailed information about the process of transferring the statement is set out in the Procedures section of this document. The transfer meeting will replace the child or young person's Annual Review and will be convened within 12 months of the previous review.

During the transition period from 1 September 2014, Northumberland will comply with their statutory obligations and continue to, where necessary maintain statements and review annually, as per the standard annual review procedures. Parents will therefore continue to be:

- invited to provide evidence for annual reviews, sent copies of the evidence that others have provided for the reviews and be invited to the annual review meeting in the timescales set out in the 2001 regulations
- provided with a proposal to amend, or draft amended statement of SEN with an amendment notice, where the local authority proposes to amend a statement of SEN with the content of the notice as prescribed including their right to appeal to the First Tier Tribunal (SEN and Disability)
- advised of their right following a review which does not result in an amendment to a statement of SEN to appeal to the First - tier Tribunal
- advised of their right to appeal to the First - tier Tribunal where the local authority proposes to cease to maintain a statement of SEN and not replace it with an EHC plan.

The following timetable showing which groups of children and young people will be transferred during each of the coming 3½ years:

Transfer Group (based on pupil year group in Sep 2014)	Transition period	Further Information about transfer
Over the next 3 years as agreed		
Young people with an LDA / Section 139A who are staying in Post 16 education beyond September 2016.	Sep 2014 - Sep 2016	On request. No more LDA's/139A's after Sep 2016. The transfer of LDA's will be spread over a two year period.
Young people with a statement leaving custody from 1 st September 2014 onwards.	April 2015 onwards	Young Person will return to the appropriate provision already identified; where necessary, SEN to identify the correct provision prior to leaving custody; from 1 April 2015 Section 70-75 of the Children's Act will commence.
All young people looking to change provision/placement, including moves from mainstream to special school and vice versa	April 2015 onwards	SEN Service to work with specific schools to identify those pupils intending to move placement.
Children who move between local authorities	April 2015 onwards	
Year One (September 2014 - August 2015)		
Young people with a statement in Year 11	Sep 2014 - May 2015	Year 11 pupils moving placement are statutory
All young people with a statement in Year 13	Sep 2014 - May 2015	
All young people with a statement in Year 14 moving to post 16 education or training in Sep 2015	Sep 2014 - May 2015	
Young people with statements in Year 9 in 2014/15	Sep 2014 - Aug 2015	
Children and young people who have Child Protection plans	Sep 2014 - Aug 2015	
Children and young people who are in Looked After system	Sep 2014 - Aug 2015	
Children and young people with the most complex needs	Sep 2014 - Aug 2015	
Children and young people who are in non-Northumberland provision	Sep 2014 - Aug 2015	
Year Two (September 2015 - August 2016)		
Children moving from an early years setting to a school	Sep 2015 - Jul 2016	
Children with a statement who were in year 1 in the 2014/15 academic year	Sep 2015 - Jul 2016	Will be year 2 in the year of transfer
Children with a statement who were in year 3 in the 2014/15 academic year	Sep 2015 - Jul 2016	Will be year 4 in the year of transfer
Children with a statement who were in year 5 in the 2014/15 academic year	Sep 2015 - Jul 2016	Will be year 6 in the year of transfer
Children with a statement who were in year 7 in the 2014/15 academic year	Sep 2015 - Feb 2016	Will be year 8 in the year of transfer

Children with a statement who were in year 8 in the 2014/15 academic year	Sep 2015 - Feb 2016	Will be year 9 in the year of transfer
Children with a statement who were in year 10 in the 2014/15 academic year	Sep 2015 - Feb 2016	Will be year 11 in the year of transfer
Children with a statement who were in year 12 in the 2014/15 academic year	Sep 2015 - Jul 2016	Will be year 13 in the year of transfer
Year Three (September 2016 - August 2017)		
Children moving from an early years setting to a school	Sep 2016 - Jul 2017	
Children with statements who were in reception in the 2014/15 academic year	Sep 2016 - Jul 2017	Will be year 2 in the year of transfer
Children with a statement who were in year 2 in the 2014/15 academic year	Sep 2016 - Jul 2017	Will be year 4 in the year of transfer
Children with a statement who were in year 4 in the 2014/15 academic year	Sep 2016 - Jul 2017	Will be year 6 in the year of transfer
Children with a statement who were in year 6 in the 2014/15 academic year	Sep 2017 - Apr 2017	Will be year 8 in the year of transfer
Year Four (September 2017- April 2018)		
Any others who do not fall into the categories above	Sep 2017 - April 2018	