



**George Stephenson**  
High School

# SEND POLICY

<b>Governance</b>	Curriculum, Governing Body	
<b>Policy Officer</b>	SEND Leader	
<b>Policy Version</b>	V1	
<b>Adopted by Governing Date</b>	March 2024	
<b>Last Updated</b>	This policy replaces the previous "SEN Policy"	
<b>Review Date</b>	This policy will be reviewed annually (2025)	
<b>YES</b>	YES	
<b>Uploaded to School Website and Date</b>	YES	March 2024

## **Version History Log**

Version	Description of Change	Date/Author
1	New 2024	R Bennett

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## 1 Introduction

- 1.1 This policy refers to children and young people with special educational needs and disabilities (SEND) including why and how George Stephenson High School works with them. The guiding principle informing this policy is ensuring that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.
- 1.2 The *Education Act 1996* states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for students of the same age.
- 1.3 *The Disability Discrimination Act (DDA) 1995* defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.
- 1.4 It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the *SEN Code of Practice, DfES 2001*, the school accepts that a medical diagnosis may mean that a child is disabled but is not necessarily SEN. The school will always consider the child's educational needs rather than a medical diagnosis or disability.
- 1.5 Students with SEN and/or disabilities admitted to George Stephenson High School could have difficulties with one or more of:
  - cognition and learning
  - communication and interaction
  - social, emotional and health issues
  - sensory and/or physical

## 2 Aims

- 2.1 The aims of this policy are:
  - to ensure that the school complies with the requirements of the *Education Act 1996*, *Disability Discrimination Act 1995 and 2005*, the *SEN Regulations*, the *SEN Code of Practice 2015*, *Children's and families Act 2014* and other statutory guidance and are implemented effectively within the school.
  - to ensure that it is recognised within the school community that all of our students are different and as such have a wide range of learning needs.

### **3 Objectives of the Governing Body in making provision for students with SEND**

- To do its best to ensure that the necessary provision is made for any student who has SEND.
- To determine the role of the SENCO in relation to the leadership and management of the school.
- To determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities.
- To make sure that all staff are aware of the importance of identifying and making provision for students with SEND.
- To make sure that parents are notified of a decision by the school that SEND provision is being made for their child.
- To make sure that students with SEN and/or disabilities join in the activities of the school together with students who do not have SEN or disabilities, so far as is reasonably practical and compatible with the student receiving the SEND provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- To make sure that where the 'responsible person' (the Headteacher) has been informed by the LA that a student has SEND, those needs are made known to all who are likely to teach them.
- To ensure that all staff are aware of the SEND Policy and Single Equality Policy and work appropriately with all SEN and disabled children.
- To have regard to the SEN Code of Practice and Single Equality Policy when carrying out its duties toward all students with SEND.
- To report to parents on the implementation of the school's SEND policy.
- To consult the LA and governing bodies of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEND provision in the local area.

### **4 Implementation**

- 4.1 The school has regard to all the requirements of *the SEND Code of Practice (2015)*. The SEND Code promotes a common and graduated approach to identifying, assessing, and providing for students' special educational needs. The approach is a model of action and intervention to help children who have SEND make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.
- 4.2 The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach. So all teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each student learn. This is one way of personalising teaching and learning.

## **5 Responsibility for co-ordination of the school's special educational provision**

- 5.1 Rebecca Bennett, SENCO, is responsible for co-ordinating the day-to-day provision of education for students with special educational needs and disabilities at the school, supported by Jacqui Fuller (Learning Support Centre Manager).
- 5.2 A list of all teaching and support staff with responsibility for areas within SEND can be found in the school's staff handbook.

## **6 Arrangements for co-ordinating the provision of education for students with special educational needs at the school**

### **6.1 Identification and Assessment**

At George Stephenson High School we recognise the need for early identification, assessment and provision of a student's individual needs. Information is gathered about students prior to their arrival at the school and is distributed to subject teachers to help them in their preparation and planning. All information is used to inform decisions on the allocation of support.

- Wherever possible, SENCO/Learning Support staff attend Year 6 annual reviews of students with EHCP's naming George Stephenson High School.
- Learning Support staff liaise with Primary feeder schools in the summer term to identify and plan to support children with known SEND
- Key Stage 2 SATs results (when available) are used to identify Year 7 students working below Level 3.
- The reading and spelling levels of all incoming students are analysed in Year 6 and disseminated so that subject teachers have a greater understanding of each students' strengths and weaknesses. As a result of this, any student giving cause for concern who has not already been identified will be further assessed and monitored.
- Teaching, guidance and support staff identify students causing concern who may require additional support through their day-to-day dealings with them.
- Parents are encouraged to contact the SENCO/Learning Support department if they have concerns about the progress of their child.
- Small group work is made available for all students who are identified as requiring it.

### **6.2 SEND Provision**

All teachers at George Stephenson High School are teachers of students with SEND. All teachers and support staff receive in-service training in identifying and supporting students who require an education offer that is additional to and different from the differentiated curriculum offered to all students. Staff can access the SEND and Medical/Monitoring Registers and Pupil Passports for students on One Drive and Provision Mapping software. Any further information required can be obtained by speaking to the Learning Support department. This is updated on a weekly basis in line with the desktop SEND register, and staff are expected to refer to it when planning lessons for relevant students.

### **6.3 Numeracy**

The Departmental Numeracy Co-ordinator works on curriculum development, linking the current syllabus with the numeracy framework for the less able group.

## 6.4 Literacy

- Our departmental Literacy Co-ordinator works on whole school initiatives to improve literacy. This includes work on phonics, literacy interventions and booster reading programme.
- Students with marked specific learning difficulties are given Teaching Assistant support where possible.

## 6.5 Provision for sensory and/or physical needs

- Outside agency support from sensory impairment service.
- Provision of ICT support for writing.
- Access to specialist teachers for sensory impairment and/or physical needs.
- Medicines management and administration as set out in the separate Administration of Medicines Policy.

## 6.6 Provision for communication and interaction difficulties

- Speech and language workshops delivered by specialist professionals.
- Support from Language and Communication Team.
- Social skills workshops.

## 6.7 Support for students who have been identified with social, emotional, mental health issues

- Support at KS3, 4 and 5 with Guidance Managers for each year group.
- Outside agency support co-ordinated by SENCO and Learning Support Centre Manager.
- Family Support Worker.
- Behaviour Support Worker (ELS).
- THRIVE Programme
- Access to NUFC Intervention
- Learning Support Centre.

6.8 **Access arrangements** for examinations are organised jointly by the Learning Support department and the Examinations Officer. This can include 25% extra time, use of laptops, and/or provision of a reader or reader pen and /or scribe where necessary.

## 7 Procedures used by the school for working with SEND students

7.1 For those students who have needs which require additional support to help them learn effectively, we follow the statutory guidance laid down in the 2015 Code of Practice which sets out a graduated approach for meeting children's needs, involving the child and parents at all stages, through interventions at K stage, statements and EHCP of SEND. This approach recognises that there is a continuum of need that may also change at times and where necessary, brings increasing specialist expertise to bear on the difficulties that a student is experiencing.

7.2 The graduated response to meeting individual needs starts once it is decided that a student may have SEND and immediately any SEND provision is made for that student. The key test is where the student is not making at least adequate progress or is unable to access the

curriculum. The SENCO will inform the student's parents as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

- 7.3 Students may be identified as requiring some additional support in the classroom if they are experiencing difficulties which prevent them learning as effectively as they should. Their progress is monitored and reviewed through the normal Department/Guidance procedures operating in school. The trigger for is when the Guidance Manager or Curriculum Leader feels that action taken by subject teachers is not alleviating a student's difficulties and that involvement of the Learning Support department is necessary.
- 7.4 If at a review, after a range of additional or different interventions have been tried for some time, the student is still not making at least adequate progress or is still unable to access the curriculum the school, with parental agreement, may decide to move to interventions through the triage of individual students identified as a K.
- 7.5 Initiating *K* occurs when the school asks for advice from the LA's external support services or from health or social work professionals or other outside agencies.
- 7.6 Strategies and interventions used are recorded in a Pupil Passport. Pupil Passports support teaching staff to adaptive lessons to make them fully inclusive. They are working documents for all teaching staff recording key short-term targets and strategies for an individual student that are different from or additional to those in place for the rest of the group or class.
- 7.7 Pupil Passports will generate key individual targets that will help meet the individual student's needs and particular priorities. These are reviewed termly by staff. The student's strengths and successes should underpin the targets set and the strategies used. Targets will relate to key areas in communication, literacy, mathematics or aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular and sometimes subject specific.
- 7.8 If a student is not making satisfactory progress with the support that is available in school then the school would call upon external specialists. Such support could come from the Secondary Support Team, Educational Psychology Service, Social Services, etc.

On the basis of all the information available and on the views of the external specialist, the Local Authority would be informed and a statutory assessment may be considered.

This involves:

- Consideration by the Local Authority, working co-operatively with the school, parents and any other agencies involved, as to whether a statutory assessment of the student's individual needs is necessary.
- If so, conducting that assessment, again working co-operatively with parents, the school and outside agencies.

(Statutory assessment will not always lead to an Education, Health and Care Plan).

- 7.9 Students with EHCP's

When a student is issued with an Education, Health and Care Plan; this gives details of the barriers to learning that they are experiencing and the provision that must be made available to support their needs in school (this includes collaborating schools Post-16 and any alternative

provision partners).

## **8. Staffing arrangements:**

8.1 Different aspects of special educational needs provision are supported by Teaching Assistants Cover Supervisors, specialist teachers, Guidance Managers, family support workers and health professionals.

8.2 The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND Policy;
  - liaising with and advising fellow teachers;
  - managing the Learning Support department team of Teaching Assistants;
  - coordinating provision for students with special educational needs and disabilities;
  - overseeing the records on all students with SEND;
  - liaising with parents of students with SEND;
  - contributing to the in-service training of staff; and
  - liaising with external agencies, including educational psychology services, Connexions, medical and social services and voluntary bodies
- (a) in relation to each of the registered students whom the SENCO considers may have SEND, informing a parent of the student that this may be the case as soon as is reasonably practicable
- (b) in relation to each of the registered students who have SEND:
- identifying the student's SEND;
  - co-ordinating the making of SEND provision for the student which meets those needs;
  - monitoring the effectiveness of any SEND provision made for the student;
  - securing relevant services for the student where necessary;
  - ensuring that records of the student's SEND and the SEND provision made to meet those needs are maintained and kept up to date;
  - liaising with and providing information to a parent of the student on a regular basis about that student's SEND and the SEND provision being made for those needs;
  - ensuring that, where the student transfers to another school or educational institution, all relevant information about the student's SEND and the SEND provision made to meet those needs is conveyed to the Governing Body or (as the case may be) the proprietor of that school or institution; and
  - promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- (c) selecting, supervising and training Learning Support Assistants who work with students who have SEND.
- (d) advising teachers at the school about inclusive teaching methods appropriate for individual students with SEND.
- (e) contributing to CPL for teachers and pastoral staff at the school to assist them to carry out the tasks referred to in paragraph (b); and



(f) preparing and reviewing the information required to be published by the Governing Body pursuant to the *Education (Special Educational Needs) (Information) (England) Regulations 1999*, the objectives of the Governing Body in making provision for SEND, and the SEND Policy

8.3 The SENCO/Learning Support department working specifically with students with SEN and/or disabilities are listed in the Staff Handbook and have specific skills and responsibilities including:

- specialist knowledge in the areas of literacy and numeracy;
- expertise in working with vulnerable children and those with social, emotional and mental health needs;
- expertise in supporting students with neurodiversity;
- provision of speech and language interventions;
- provision of dyslexia interventions;
- expertise in supporting students with social and communication skills;

8.4 Differentiated work may be provided where this is appropriate and all members of the Learning Support department are available to give advice and help where this is requested.

8.5 All staff in the school have a responsibility to understand the needs of, and work with the SEN and disabled students in their classes and to follow and contribute to Pupil Passports.

## 9 Facilities

SEND provision at the school is coordinated via The Learning Support Centre - a safe, friendly area, where students with additional needs can access the support they require. As well as an English teaching room, the LSC has a classroom where small groups are taught, literacy, numeracy and social skills. In addition to support during lesson times, students access the LSC during registration – working on everything from handwriting to organisational skills. At lunchtimes the LSC is supervised by teachers, providing a ‘safe haven’ for some of our more vulnerable students, where they can relax away from the noise and bustle of the main school.

Students with disabilities are supported via a variety of different types of provision including full wheelchair access and lifts to all areas of the school, an on-site medical room with trained first aiders on duty throughout the day.

ICT provision for all students in school is excellent, and students with SEND who require additional ICT support are well catered for.

### **Additionally Resourced Provision**

The school has an additionally resourced provision for students with Moderate Learning Difficulties. These are students who are functioning in the 1st percentile (99 out of 100 students would function higher than them). The resourced provision is fully inclusive; students are withdrawn for literacy, numeracy, French and social skills and are fully integrated for the rest of their curriculum with in class support.

## **10 Admission Arrangements**

Refer to the school's Admissions Policy.

Children with statements of special educational needs, as identified under the Code of Practice that name the school are required to be admitted to that school. The Governing Body does not have the right to refuse admission. Children with statements naming the school count towards the admission number.

## **11 Resources allocated to and amongst students with SEND**

- TA's allocated to lower ability teaching groups across the curriculum.
- KS3 MLD groups with maximum of 10 students.
- Special option in Key Stage 4 for students via Occupational Studies, Photography, Construction and Food Studies
- Off-site activities including work experience/alternative provision for selected students in Key Stage 4.
- Additional resources allocated to the Learning Resource Centre.
- Purchase of specialist equipment for individuals
- Deployment of central staff in line with EHCP's.
- Home Learning support in the Learning Support Centre.
- Individual student access arrangements for examinations.

## **12 How SEND students needs are determined and reviewed**

- 12.1 Identification of particular individual needs of students is a collaborative process between school staff, the SENCO, student and parents with additional expertise provided as and when appropriate from the school's attached Educational Psychologist, the CAMHS team, Family Support Worker, Secondary Support Team, Dyslexia Referral Team, Language and Communications, Speech and Language Therapy, Occupational Therapy, Physiotherapy and Medical and Nursing Services.
- 12.2 Needs and provision for students with EHCP's are determined by the Local Authority, and are met by through resources provided directly by the Local Authority and from school resources.
- 12.3 Pupil Passports are reviewed at least three times a year. Statutory reviews of EHCP's take place at least annually or more frequently if the EHCP so requires. Interim or early reviews of EHCP's are called where the school identifies a student who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

## **13 Arrangements for providing access to a balanced and broadly based curriculum for students with SEN and/or disabilities**

- 13.1 Students with SEN and/or disabilities do not follow a different curriculum to other students. Where appropriate, reasonable steps are taken to modify the curriculum for students with SEN and reasonable adjustments are made for disabled students.
- 13.2 The Learning Support department helps students access the national curriculum by:

- Helping students improve their literacy and numeracy skills.
- Supporting students in lessons.
- Offering help with home learning at lunchtimes before and after school.
- Helping staff develop inclusive practices.
- Pre learning of subject specific and tier 2 vocabulary.
- Support in Accelerated Reader lessons.
- Share knowledge of different areas of SEND.

## **14 Monitoring, evaluation and review**

### **14.1 How the Governing Body evaluates the success of the education which is provided for SEND children**

- School Improvement Plan presented at governors' meetings.
- Provision Mapping (audit of need and planning for support).
- SEND Policy reviewed on an annual basis.
- Analysis of examination targets and results at all thresholds, value-added data from Raise Online and internal tracking data for students in all Key Stages.

### **14.2 In addition the Governing Body will monitor the work of the SENCO through:**

- considering Headteacher reports that reflect the activities of the SENCO and any current issues;
- considering reports from the SENCO;
- having regular discussions between the SEND Governor (or SEND committee) and the SENCO; and
- inviting the SENCO to attend meetings at regular intervals to report in person.
- Policy to be reviewed annually.

## **15 Arrangements made by the Governing Body relating to treatment of complaints from parents of students with SEND concerning the provision made at the school**

Any complaints should in the first instance be directed to the Headteacher. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Headteacher he/she has the right to refer the matter to the Governing Body.

## **16 Arrangements made for In-service training**

Learning Support staff continuously undertake training from outside agencies as well as taking part in whole school continued professional development.

## **17 External Support Services**

- The school uses the services of an educational psychologist for students who are demonstrating significant difficulties.

- The SENCO involves other outside agencies including social services (see Safeguarding Policy), Education Welfare Officer, Secondary Support Team, sensory impaired service, school nurse, speech and language and occupational therapy, language and communication team, Connexions and CAMHS.
- The SENCO has regular meetings with the educational psychologist, the school nurse, the Connexions personal adviser, Guidance staff and the Education Welfare Officer.

## **18 The use made of teachers from outside the school**

- Students with either a hearing, sight or speech impairment have a specialist teacher who comes in and works with them and the SENCO.

## **19 The role played by parents of children with SEND**

19.1 The school will ensure that parents and students are involved in decisions about what SEND provision should be made. George Stephenson High School recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the students and their parents will be heard and incorporated into the planning to meet their needs.

19.2 The overriding aim is to have a productive partnership with parents:

- The Learning Support department ensures that parents are kept informed of the work done with their child and copies of Pupil Passports can be accessed via Provision Maps.
- Parents are encouraged to contact the Learning Support department if there are concerns they wish to discuss.
- Parents are invited to contribute to review processes.
- All contact with parents is recorded.
- The SENCO meets individually with all parents of Year 6 parents prior to transition.
- The Learning Support department is represented at parents' evenings to support parents in understanding of the SEND provision for their child.
- An additional Parents' Evening for parents of Year 7 students is held with the purpose of involving parents in class and home learning.
- Close home school communication through use of email and Class Charts.

## **20. Other Relevant Policies**

Please refer to the school's SEND Code of Practice, Single Equality Policy and Action Plan, Safeguarding Policy, Admissions Policy, Anti Bullying Policy and Behaviour Policy.

## REFERENCES

**SEN Code of Practice, DfES, 2015**

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

**Equality Act 2010**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

**The SEN Code of Practice for Wales 2002**

<http://wales.gov.uk/topics/educationandskills/publications/guidance/specialedneedscof/?lang=en>

**The Education (Special Educational Needs) (Information) (England) Regulations 1999**

<http://www.opsi.gov.uk/si/si1999/19992506.htm>

**The Education (Special Educational Needs) (Information) (Wales) Regulations 1999**

[http://www.opsi.gov.uk/si/si1999/uksi\\_19991442\\_en.pdf](http://www.opsi.gov.uk/si/si1999/uksi_19991442_en.pdf)

**The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008**

[http://www.opsi.gov.uk/si/si2008/uksi\\_20082945\\_en\\_1](http://www.opsi.gov.uk/si/si2008/uksi_20082945_en_1)