



Teesside High School
Education as it should be

Special Educational Needs & Disability (SEND) Policy

DOCUMENT CONTROL

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Education

Policy Name	Special Educational Needs & Disability (SEND) Policy
Purpose	To fulfil the requirements of the SEN information report as laid out in the SEND Code of Practice April 2015 section 6.79. All pupils should be given equal opportunity to develop their talents and abilities to their full potential both inside the classroom and outside. At all stages, the wellbeing of the individual is paramount.
Applies to	All Students (including EYFS)
Other associated policies and documents	

Introduction:

Aims of the school with regard to SEND.

The school aims to:

1. **Identify** those pupils who may be experiencing a learning difficulty or other difficulty which is preventing them from making the progress appropriate to their potential in the academic, extra-curricular or social spheres.
2. Provide appropriate **assessment**, either from within the SEND Department or by outside agencies, of pupils who may be experiencing learning difficulties.
3. Offer and encourage a range of **supportive strategies**, tailored to the individual needs of pupils with SEND, which will enable pupils with such needs to **participate** as **fully** and **independently** as possible in a broad and balanced curriculum.
4. Promote amongst **all members of the school community**
 - a tolerant, “can do” approach to SEND and those who experience it
 - awareness of the signs of specific learning difficulty
 - some understanding of the nature of the various types of learning difficulty
 - knowledge of means by which pupils who may experience such a difficulty can best be supported, both inside and outside the classroom.
5. Promote an **environment** in which pupils with specific learning difficulties feel fully **integrated** and **supported** within the school community, rather than in any way stigmatised.
6. Work closely with **parents** and **outside agencies** to promote the interests, success and well-being of pupils with specific learning difficulties.

7. Involve young people with SEND as fully as possible and appropriate in decisions regarding their education.

The kinds of SEND that are provided for

Teesside High is a non-selective independent co-educational school with entries in all year groups. A number of students experience a range of specific learning difficulties. These difficulties tend to range from mild to more severe and a few pupils have Statements of SEND or EHC plans for purely educational or physical needs reasons. There are, nonetheless, a number of pupils whose difficulties have a significant impact on their ability to realise their full academic potential. The school therefore views support for pupils with SEND as an important component of its overall provision.

Within the above context, we provide for pupils with

- dyslexic and dyspraxic difficulties
- impaired vision and hearing
- autistic spectrum conditions
- physical disability including cerebral palsy and achondroplasia

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO

1. Identification

The following paths to identification exist:

- a) Evidence (e.g. report of assessment by Educational Psychologist or other professional) submitted by parents at time of registration at Teesside High School.
- b) A SEN referral¹ from one or more of a pupil's classroom teachers or pastoral staff (see Appendix 1 for relevant form). The SENCO has produced a sheet of guidance on what signs to look for in identifying specific learning difficulties (see Appendix 2).
- c) ¹Listen to and then investigate parental concerns.
- d) Self-referral by pupil direct to tutor or other teacher.

¹ "Concern" in this procedure will usually be to the effect that a child does not appear to be fulfilling his/her potential as measured by MidYIS/YELLIS/ALIS or as expected by a teacher on the basis of his/her informed and experienced perception/intuition.

2. Assessment

a) Initial Assessment

At this point, the pupil will be referred to the SENCO, who will consult with the pupil's classroom teachers and, where appropriate, parents. Two broad types of outcome from this process are possible:

- limited evidence of need, perhaps from very limited number of teachers. Here, one or both of the following might be recommended:
 - a period of monitoring progress
 - closer examination of why there appear to be difficulties in one or two particular subjects (possibly followed by appropriate action).
- a pattern of need or difficulty across a number subjects. Here, the SENCO will normally meet the pupil at the earliest reasonable opportunity. At this point she will do some or all of the following:
 - give a questionnaire to the pupil on what the pupil finds difficult (see Appendix 3) and discuss the results with the pupil
 - take samples of work
 - administer brief literacy screening tests (wrat 4)

On the basis of these procedures, a decision on future action will be taken. Parents will normally be consulted at this stage, initially via SENCO. Further action might involve some or all of the following:

- further, more formal assessment by specialist teacher, Educational Psychologist or other appropriate professional. It may also be recommended that arrangements be made for a pupil's sight and hearing to be tested.
- if a specific learning difficulty is identified, inclusion of the pupil on the SEND Provision Map
- suggestions to/consultation with colleagues on how best to further the progress of the pupil
- no further action for the present: continued monitoring

b) Further Assessment

This will usually be by one of the following:

- Specialist Teacher within school (SENCo)
- Educational Psychologist

Such assessments will often provide clear evidence of a specific learning difficulty, with memory, processing and/or phonological difficulties as key factors in causing literacy skills to be weak by comparison with more general intellectual capacity. On the strength of such an assessment, it is normally possible to proceed to providing appropriate support for the pupil.

In certain cases, however, the SENCO may wish to refer the pupil for further assessment by an Educational Psychologist (EP) or other suitable professional (e.g. Speech and Language Therapist, Occupational Therapist, paediatrician, optometrist). The Educational Psychologist may also recommend referral to such services. Such cases might include those in which a strong emotional component is suspected, or where difficulties such as ADHD or autistic spectrum disorder are suspected.

In cases where no significant difficulty is identified or suspected, the pupil's progress will be monitored by the pupil's tutor and teachers nonetheless.

All such assessments are paid for by parents. Full written reports are provided and, wherever possible, the outcome of all assessments, both internal and external, is discussed with parents. It is almost always the case that parents need help in understanding the results and significance of testing procedures.

Copies of all relevant reports and records are kept in the Department. Reports are also made available to tutors and teaching staff. Members of the Department are available to help colleagues to interpret and understand assessment reports; the Department will provide INSET on this to colleagues.

Arrangements for consulting parents of children with SEND and involving them in their child's education

We believe that it is very important for parents/carers to be involved in all areas of their child's learning and we listen to parents' views and actively encourage discussions. Parents are informed and consulted on all aspects of their child's school experience. The SEND Department endeavours to work in partnership with parents in meeting the educational needs of students with SEND.

Parents will be informed promptly about concerns and invited to contribute to any discussion, assessment and planning of intervention. They will be provided with information as to the nature of their child's difficulties and what can be done effectively at home and at school to improve things. Parents will be encouraged to participate in a positive and practical way in their child's progress.

Parents will be encouraged to foster in their children both self-esteem and responsibility for their own learning.

The SENCO and the relevant SEN teachers will be present at Parents' Evenings to see parents by appointment and to answer questions or arrange for later consultation. Parents who have questions or concerns about their child, are encouraged to contact their child's Form Tutor in the first instance, or, if the student is already receiving additional intervention, the SENCO.

Sometimes a Home School Link Book may be set up to ensure that parents are able to communicate effectively with support and teaching staff about the detail of their child's learning in order to support them more effectively at home.

Arrangements for consulting young people with SEND and involving them in their education.

Identification and assessment - see Section B above

- pupils who are experiencing what may seem to them to be undue difficulty in their studies can (and do) self-refer to their tutor, classroom teacher or the SEN Department.
- the assessment process involves, at an early stage, a questionnaire in which the pupil identifies what he/she is finding difficult. This questionnaire is then used as the basis of further conversation to try to build a picture of the pupil's experience of study.

Target-setting

For those pupils who take lessons in the SEN department, Teaching Assistants will, where appropriate, agree targets with individual pupils. These usually

- number up to three
- are cross-curricular
- are entered by the SENCo onto the IEP so that classroom teachers can be aware of them.

Targets for pupils who have an IEP but do not receive lessons in the SEN Department are developed with their TA and or SENCo.

Teacher and tutorial support

In common with all pupils, pupils with SEND will consult with their tutors concerning their progress and needs. They may also consult on an individual *ad hoc* basis with their mainstream classroom teachers concerning their progress and/or their classroom needs.

All pupils attend Parents' Meetings. Pupils often also attend individual *ad hoc* meetings between parents and SEN teachers and/or tutors.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.

Assessment of progress is ongoing via termly grades and reports. Success is measured by improvement in a pupil's reports and results, and also by intangibles such as the general level of confidence and competence displayed by a pupil.

SpLD pupils in receipt of regular lessons in the SEND Department:

- review their progress in relation to their targets on an ongoing basis (see section 4)
- receive an end-of-term report on their SEND lessons. This makes reference to what

pupils have covered during the term and how readily and effectively they have responded to the help that they have been receiving.

All reports and grades are shared with parents. SEND teachers are available for consultation at Parents' Evenings or on an *ad hoc* basis by e mail or telephone. Parents can also request *ad hoc* meetings with, or feedback from, their child's tutor or SEN teacher.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes to reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Transition into the school - The SENCO and Admissions Registrar liaise with a pupil's parents and previous school to ascertain the nature of a pupil's difficulty and the nature and extent of support that is likely to be required. In all cases, arrangements will be made for pupils to spend some time in the school (up to one day) in the term before entry (taster day); this enables the pupil to acclimatise and the school to assess need more accurately.

Careful consideration is given to subject choices, particularly at the ends of Year 9 and Year 11. The SEND department is available for consultation at these times. Wherever possible, the approach of the Department is to seek to support the pupil in overcoming possible difficulties in the study of their chosen subject(s) rather than to discourage a pupil from opting for a preferred subject on the grounds that their specific learning difficulty would make a subject inaccessible.

The SEND Department supports pupils in their applications to university, training or employment. It also alerts pupils to the possibility of applying for the Disabled Student Allowance (DSA) and, where possible, arranges for appropriate assessment for the DSA.

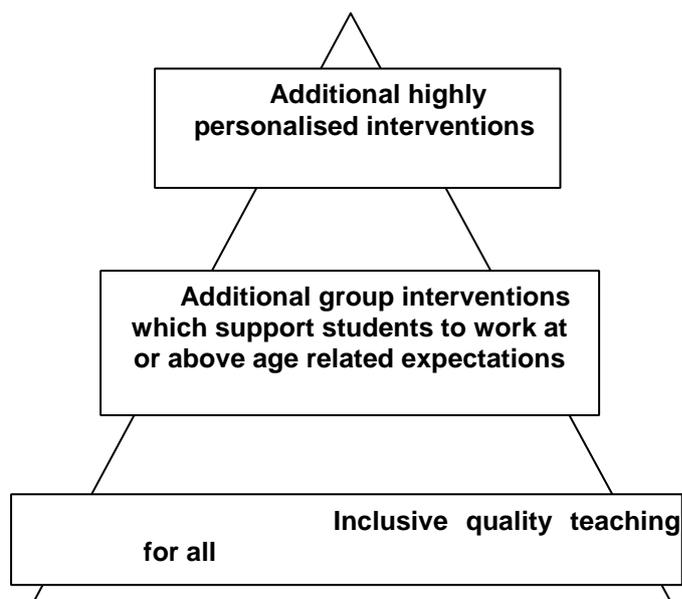
The approach to teaching children and young people with SEN

The school offers a **graduated response** to pupils' learning difficulties.

PROVISION

There are several systems in place to ensure that our students with SEND are supported to achieve. At Teesside High School we have a three tiered approach to supporting students to overcome barriers to learning:

1. Quality First Teaching
2. Group Interventions
3. Individual, personalised programmes of support



1. Quality First Teaching

Meeting the needs of our children with SEND is a whole school responsibility. We expect all teachers to be teachers of every child and to adjust their teaching to enable all students to make progress. This may involve some adaptation of teaching methods and appropriate modification of resources.

Communication of Information

In order to best meet the needs of students with SEND, teachers are provided with detailed student information. They can readily access this information, and also reports written by external professionals, on the school’s data system (SIMS). This links to the SEND Provision Map which overviews student provision and progress. In addition, an IEP is written for students of concern and those with high level needs, detailing areas of strength as well as highlighting weaknesses and appropriate strategies for support.

Staff Training

The SENCO and other SEND Staff liaise closely with subject teachers to ensure that students with SEND have good access to learning in lessons across the curriculum.

Ongoing training is provided for all staff, ensuring that we continue to build skills and knowledge in meeting the needs of those with general and specific learning difficulties.

The SENCO meets with all new teaching staff, ensuring that they understand statutory obligations to take responsibility for the progress of students with SEND in their lessons. They

are also introduced them to our systems and SEND staff and given guidance on how to access available information.

Advice and training is ongoing and available for teachers from external advisors and specialist teachers.

In-class Support

We have a team of Teaching Assistants who work closely with teachers in lessons. These Teaching Assistants know the students well and are able to support the teacher in making modifications to the curriculum. They are an invaluable resource in supporting students to overcome barriers to learning, to meet their progress targets and to be able to develop independent learning skills.

Sixth formers can also opt to be timetabled to offer learning support in a particular lesson throughout the year.

2. Group Interventions

Some students may need additional support to maintain progress. This may be a short or longer term intervention:

- Small group teaching with a specialist teacher and/or teaching assistant focusing on developing literacy, language, organizational and social communication skills.
- Social support groups: These lessons are individually tailored to the specific needs of the pupil(s) involved, and may consist of one or more of the following:
literacy skills: spelling, handwriting, word-processing, planning of extended written tasks, proof-reading, reading (both fluent decoding and extraction of meaning from text). Literacy work may involve a programme of structured multi-sensory teaching (e.g. Hornsby & Shear *Alpha to Omega*).
- study skills: question interpretation, note-taking
- preparatory work on key words, concepts, relating to upcoming work
- revision: work already covered in class might be presented in a different format
- follow up work requested by mainstream teachers
- support in the planning and completion of essay tasks
- Sixth form Literacy and Numeracy support for Year 7 students where they are paired with a Sixth Form student.

In addition to these provisions, the SEND department offer SMART classes out of timetabled hours. These are small group sessions, targeted by ability to develop specific aspects of learning (spelling, literacy, numeracy, social) and are paid for by parents.

3. Personalised Programmes of Support

Some students may have significant needs that require specific personalised programme of intervention. This will be overseen by the SENCO or Learning Support teacher and the student will usually be allocated a Teaching Assistant as a key worker. This programme may incorporate any of the above group interventions but also may involve specialist 1:1 teaching, additional targeted intervention from a Teaching Assistant and/or support from external agencies.

Some students may have an adapted curriculum, particularly during Key Stages 4 and 5, so that they are able to work towards achieving their own personal goals for their future.

Further Support

When necessary advice will be sought from external advisors and professionals concerning appropriate next steps. Professionals' reports are circulated to teaching and support staff and advice and suggested strategies implemented.

These external services include:

- The Educational Psychologist
- Alliance (Counselling Services)
- Advisory Teachers for Visual or Hearing Impairment from the Low Incidence Team
- Speech and Language Therapy Service
- Child and Mental Health Services (CAHMS)
- Inspiring Futures (offering Careers advice and planning for the future)

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Examination Access Arrangements

- Examination access arrangements can be offered in Scholarship examinations at 16, provided that appropriate up-to-date (usually within two years of the date of the examination) supporting evidence is supplied. The offering of such arrangements is at the discretion of the SENCO.
- The SENCO, in conjunction with the Examinations Officer, ensures that all necessary assessments for examination Access Arrangements relating to pupils on the SEND Provision Map are duly carried out and written up in accordance with the relevant regulations. Appropriate applications for Access Arrangements are then made via the on-line system, and the necessary supporting evidence stored by the Examinations Officer. The Examinations Officer will then take the appropriate measures for the implementation of the Access Arrangements.

Foreign Languages

Pupils in Years 7-9 can be withdrawn from one of their timetabled foreign languages slots in

order to accommodate their individual lessons in the SEND Department. If at all possible, however, we seek to ensure that all pupils, including those with SEND, experience at least one modern language at least up to the end of Year 8 and, with very few exceptions, up to the end of Year 9.

Options at GCSE and in the Sixth Form

- GCSE: the option to pursue four, rather than five, optional subjects at GCSE exists for all pupils. This can be an attractive option for those who work more slowly than the majority of their peers. The fifth option is Functional Skills for these students and those likely to benefit from this additional practice of literacy and numeracy are guided to this choice.
- Sixth Form: careful attention is paid to selection of appropriate subject options at A Level for all pupils, including those with SEND.

In-class adaptations

- Buddy systems: pupils with SEND can be supported by their peers, particularly in matters of practical organisation and sometimes with reading in class.
- Technology: where required, teachers wear apparatus to help pupils with impaired hearing. Under some circumstances, some pupils use laptop or ipad to help with longer writing tasks. Some pupils use a simple reading pen to enable them to decode individual words and short phrases which might be proving hard for them to decode. Specific handwriting pens, coloured paper, enlargements and audio texts are also available.
- Furniture: Specially adapted chairs and desks are available for pupils who need them, these are mobile and available on all areas of school

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

The following teachers with specialist expertise make up the SEN Department:

Mrs Louise Fletcher- SENCo

Teaching Assistants

Mrs Alison Foster

Mrs Alison McKenna

Mrs Margaret Bell

Mrs Jane Curson

Mrs Karen Moore

Mrs Kim Oliver

Mrs Kim Stannett

Miss Beth Fenny

Members of the Department communicate regularly with mainstream colleagues concerning teaching approaches, and the Department offers both *ad hoc* advice and more formal INSET to colleagues.

Members of the Department attend training courses on aspects of assessment and support of pupils, management etc. The Department may sometimes draw the attention of mainstream colleagues to appropriate training which may have a SEND component or relevance.

Evaluating the effectiveness of the provision made for children and young people with SEND

The MIDYIS, Yellis and ALIS baseline testing system is used to monitor the value-added results of pupils with SEND. The aim is that the value added results should be comparable with those of their peers who do not experience SEND.

How children and young people with SEND are enabled to engage in activities available with children and young people in the schools who do not have SEND

Please refer to Teesside High School Disability Access Policy

This document outlines the ways in which the school has made adjustments to its buildings, its physical environment and its educational provision with the express intention of facilitating maximum levels of accessibility to the school's educational provision for those pupils who experience a disability. This document also outlines future plans for maintaining and enhancing this accessibility.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

The services offered by the school to all pupils are available to those pupils with SEND. These include:

- Complementary Curriculum: Personal, Social and Health Education
- School Counselling Service; Weekly Independent Listener
- Pastoral Support Officer

The following school policies are also relevant in this area:

- Prevention from Bullying policy

- Conduct, Rewards, Sanctions and Exclusions Policy

In addition, teachers in the SEND Department are fully aware of the pastoral responsibilities that they bear in respect of their pupils; in cases where pupil concerns emerge in an individual lesson, the teacher in question will deal with the matter appropriately and liaise as required with those colleagues who bear wider pastoral responsibility for the pupil concerned.

The School Counselling Service may also liaise with the SEND Department via the Pastoral Support Officer as appropriate, with the relevant pupil's permission, in cases where a pupil using the counselling service identifies academic matters as a source of concern or distress.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The Department liaises with the following outside agencies:

- Educational Psychologist: independent Educational Psychologist come to the school to assess pupils. Assessments are arranged by the SENCo and paid for by parents.
- Occupational Therapist: pupils with motor difficulties can be referred via their G.P. for assessment by the Occupational Therapist.
- Speech and Language Therapist: pupils with suspected speech and language difficulties, including the social use of language, can be referred to the relevant local Speech and Language Therapy service. We also have access to the services of an independent Speech and Language Therapist who comes into school to work with individual pupils. This service is paid for by parents.
- Local Authorities: in connection with the very few pupils who have had a Statement of SEN (or EHCP) or who may in future have an EHCP.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Complaints can be made through the usual channels. These include direct to the SENCO, to the Deputy Head (Pastoral), Deputy Head (Curriculum) or the Head.