



Special Educational Needs and Disability Policy

Policy Preface

NCEA Duke's Secondary School is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our academy life.

As a part of a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliations, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within NCEA Duke's Secondary School and the NCEA Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

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Linked to	<ul style="list-style-type: none">• Admissions Policy• Behaviour for Learning Policy• Health and Safety Policy• Looked After Children Policy• Complaints Policy• Safeguarding Policy• Supporting Pupils with Medical Conditions





Special Educational Needs and Disability Policy

Duke's Secondary School aims to embrace the needs of all pupils and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all pupils by responding to their diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach pupils with SEND and are responsible for their needs while in their care.

The SEND provision at Duke's Secondary School is coordinated by the Special Educational Needs Co-ordinator (SENDCo) Mrs J. Collin, who is line managed by Mrs Gadsby, Assistant Head teacher. We follow the Department for Education (DfE) definitions and guidance. Due consideration is given to the requirements of the Disability Discrimination Act.

This policy reflects the SEND Code of Practice, 0-25 guidance

The 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.

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

Compliance

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)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- teachers Standards 2012

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



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- 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

Definition of 'SEND'

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

Xiii A child or young person has SEND if they have a learning difficulty or 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*

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.



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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.

Broad areas of Need (See Appendix 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

Please see Appendix 1 for full details.

SEND provision

By SEND we mean a learning difficulty or a disability that prevents, hinders or inhibits a pupil from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty, that will have a significant impact on the pupil's ability to make progress and take a full part in school life.

Special educational provision means interventions which are additional to or different from other pupils. We access internal and external expertise as needed to ensure progress as part of a graduated response, in line with the SEN Code of Practice 2014.

We follow DfE guidance when we review progress, update targets, and define, manage and map special provision.

When pupils 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 SEND 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.

- 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 wellbeing and development. Our SEND Information Report provides further information about the agencies we work with.



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Identification of "SEND"

"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".

Many pupils with SEND will have had formal assessments or diagnoses at previous schools. Our Learning Support team is developing links with our feeder schools and liaises with them to help identify pupils with special needs who will be joining Duke's Secondary School. Pupils and their class teachers are visited during their final year prior to transition and the SENDCo takes part in transitional annual reviews.

A teacher may consult the SENDCo where a pupil without previously identified SEND is not making adequate progress. The teacher will be requested to complete a referral form to outline their strengths and areas of concern of the individual pupil. The Learning Support team will arrange monitoring, assessment and observations as needed. Staff within the learning support team are qualified to complete psychometric assessments of pupils, following this further testing or referrals may be completed.

If parents or carers have any concerns about their child they should contact the learning support team in the first instance. Alternatively, they may make an appointment to see the SENDCo.

How does Duke's Secondary School provide for pupils with additional needs?

Under the Code of Practice, children with complex SEND may be assessed to determine whether they qualify for an Education, Health and Care [EHC] plan. Based on the evidence it has gathered as part of the EHC needs assessment, the local authority will decide whether a child will be issued with an EHC plan. The support outlined in these plans is decided in collaboration with the local authority (LA) and other professionals such as speech and language therapists, occupational therapists, physiotherapists or someone from CAMHS (Child and Adolescent Mental Health Services).

The Code of Practice explains that once a potential SEND is identified, four types of action are needed to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making expected progress.

The Code states that this process is known as the 'graduated approach'. The four actions are:

1. Assess: the subject teacher, pastoral team and SENDCo should clearly analyse a pupil's needs before identifying them as needing SEND support

2. Plan: parents notified and included in decisions about available SEND support

3. Do: the subject teachers will remain responsible for working with the child on a daily basis (Quality First Teaching). If an intervention involves small group teaching away from the main



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teacher, he/she will still retain responsibility for the pupil. This requires effective liaison between teacher and support staff and is target driven.

4. Review: the effectiveness of the support should be reviewed in line with the agreed date where outcomes and targets are reviewed and new targets are set.

SEND support

All pupils with additional needs have a bespoke learning passport, a group education plan and an allocated key worker.

SEND support usually means differentiated delivery, resources or tasks managed by teachers in class settings, without necessarily involving additional adults. It may also entail in-class work or targeted group interventions by Learning Support staff. Areas for involvement include literacy and numeracy catch-up groups, work on areas like social skills, speaking and listening, addressing learning gaps, boosting achievement or exploiting strengths. Many pupils with SEND **may** also have special (access) arrangements in exams, such as extra time, a reader or access to a word processor. Pupils for whom these arrangements may be appropriate are assessed by our centre assessors.

A small number of pupils with SEND will have been assessed as needing specific support and a referral may be completed to apply for short term additional resource funding (STAR funding), if successful this funding enables a dedicated **short term** provision or resource to be put in place. These pupils may be assisted in class by Learning Support staff, or withdrawn from class for specialist teaching or social skills programmes, for the duration of the funding.

In many cases, pupils with SEND will have had medical or educational assessments designed to identify their areas of need. This may include access to specialist external activities that contribute to helping them make progress.

Pupils with SEND who have difficulty managing their own behaviour will be supported by our dedicated pastoral team. A referral may be made to our internal intervention room to receive an intensive package of support.

Pupils who have English as an additional language, may have access to a specialist integration programme if appropriate, prior to them joining the whole school community.

Resources

Funding for pupils with SEND is allocated according to a funding formula which changes from time to time. Additional 'exceptional needs' funding may be for the most severe levels of need in mainstream schools through High Tariff Needs funding (HTN). The bulk of this funding is already



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allocated to schools for existing named pupils. Any allocations made during the year are intended primarily for pupils with newly identified needs or who have recently entered the school system.

Partnership

Duke's Secondary School emphasises the importance of involving pupils and developing a partnership with parents and carers in order to plan provision and review progress. Parents and carers are invited to meet with the SENDCo at a minimum of three review meetings a year, two of these reviews will be in the format of drop in sessions. The third will be a formal review when information from staff will be shared. The SENDCo is also available at all parents and carers evenings or by appointment throughout the academic year.

Parents and carers of pupils with a formal EHCP are invited to attend annual review meetings and to be actively involved in the review process, including the setting of agreed targets. A representative from Northumberland county Council SEND team will be invited to EHCP review meetings.

Pupil Views

Pupil view is a requirement of the code of practice.

Pupils will complete a learning passport highlighting in their voice how they would best like to be supported, this will be shared with parents during the termly review process

- All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of staff.

In order to ensure the most effective 'SEND' provision, the SENCo has the following procedures in place:

- *Regular meetings with the Heads of year/pastoral team.*
- *Regular meetings with her line manager Mrs Gadsby (Assistant head teacher)*
- *Termly meeting with the Governor responsible for SEND.*
- *A programme of quality assurance including learning walks and book scrutiny*
- *Regular meetings with the Learning Support team*

Staff Development:



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The Academy is committed to providing INSET and staff development, 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'.

Conclusion

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

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

Communication and interaction

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

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

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.

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

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying



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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 conditions such as attention deficit condition / disorder, attention deficit hyperactive condition / disorder or attachment condition / disorder.

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. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation 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.

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.