



Duke's Secondary School



Special Educational Needs and Disability Policy

Policy Preface

Northumberland Church of England School Trust 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 Trust life.

As a Church of England School Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliation, 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 the School Trust.

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

Lead Person:	SENCO
Version	1
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Approved By	AIB Duke's
Date of next review	September 2022
Policy Owner	SENCO
Statutory Requirement	Yes
Linked to:	<ul style="list-style-type: none">● SEN Information Report (updated annually)● Equality Policy & Objectives● Accessibility Policy● Admissions Policy● Behaviour for Learning Policy● Health and Safety Policy● Looked After Children Policy● Complaints Policy

- Safeguarding Policy
- Supporting Students with Medical Conditions

Document History

Version	Date of review	Summary of key changes
1	October 2021	Rewrite

Special Educational Needs and Disability Policy

Glossary of Terms used

EHCP	Education, Health and Care Plan
LUCID EXACT	A Dyslexia Assessment tool
NGRT	New Group Reading Test, a tool to measure reading age
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SMART	Smart, measurable, achievable and realistic targets
TA	Teaching Assistant

Aims

- 1.1 Duke's Secondary School aims to embrace the needs of all students and has a whole school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to their diverse learning needs. We have high expectations of all our students and staff and we believe that it is the entitlement of all to have the opportunity to achieve their full potential.
- 1.2 Duke's Secondary School shall ensure that:
- the special educational needs of students will be addressed and students will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
 - it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
 - it has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual students, to implement strategies suggested by the SENCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and

- children and young people with SEN engage in the activities of the school alongside students who do not have SEN

1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2 Definitions

2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A child or young person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

3 Roles & Responsibilities

3.1 The implementation of this policy will be monitored by the Trustees and remain under constant review by the Principal.

- The Trust will appoint a governor with responsibility for SEN. The SEN Governor will raise SEN issues at governing board meetings; monitor the quality and effectiveness of SEN provision within the school and work with designated senior leaders to develop the SEN policy and provision.
- The Principal will work with the SENCO and SEN Governor to develop the SEN policy and provision within the school. The Principal has overall responsibility for the provision and progress of learners with SEND.
- The SENCO will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Subject teachers are responsible for the progress and development of every student in their class and will work with the SENCO and TAs to ensure the "assess/plan/do/review" cycle is appropriately implemented to support any student with SEND.

3.2 The school will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents of SEN students will be able to discuss the needs of their child with their child's tutor, Head of Year or the SENCO.

4 Identification & Assessment of SEN

4.1 Information about previous special educational needs will usually accompany students upon entry to the school and this will be used by the SENCO to make sure appropriate provision is continued.

4.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years setting, in the summer term, before students start at the school. If necessary, a strategy sheet will be drawn up for each student with SEN.

4.3 On entry to Duke's, all students are assessed and the data from these tests is then analysed by the SENCO and Subject Lead to identify any potential areas of need. Students may then be added to the SEN Register in line with the Code of Practice guidance for SEN. If on entry to the school a student is on the SEND register and it is felt they no longer need to be on, then they may be removed from the SEND register. Parents will be informed of this decision, if it is taken.

4.4 The assessments taken by students upon entry include: LUCID EXACT, NGRT & Cognitive Ability Tests (CATs).

4.5 Ongoing identification of need is also completed alongside the termly academic reports as data is collected and analysed in all subject areas by Subject leads. Any student not making the required progress will be given additional support. If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student, setting clear targets and providing greater differentiation. If the situation improves, then no further action is needed. If there is no improvement the SENCO will be informed.

4.6 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A strategy sheet will be drawn up by the SEN team with copies shared with all staff concerned with the student's progress.

4.7 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented in accordance with paragraphs above.

- 4.8 In all cases, where internal support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' permission and information and strategies for support shared with all staff.
- 4.9 If there are no concerns regarding the student's academic progress then the school will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.
- 4.10 Contact details for professionals who are able to assess need will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.
- 4.11 All staff teaching students on the SEN Register will be made aware of their individual needs. Directors of subject and the SEN team will help teachers when required to develop techniques to support differentiation and to ensure that appropriate resources are available as part of the school's Professional Development Programme.

5 **Reviewing**

- 5.1 All students are set academic targets. Data collated during the school reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable and Realistic Targets (SMART) set to ensure that progress is made. These are recorded using Student Learning Programmes and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCO may refer the student to a specialist service such as an Educational Psychologist.
- 5.2 If a student has an Educational Health Care Plan, an annual review is held in accordance with legal requirements.
- 5.3 If, as a result of appropriate progress, a discussion will be had with the parent/ carer before the student is removed from the SEN Register. The student will continue to be monitored through the school's structured reporting programme by the Subject Leads.

