



WHICKHAM SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

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Special Educational Needs and Disabilities (SEND)

Vision and Values

At Whickham School, we value all of our pupils and ensure that they are seen as individuals with differing interests, knowledge, skills and needs. We have an inclusive ethos and strive to increase the learning and participation of all pupils, ensuring access to an appropriate curriculum.

SEND is seen as a whole-school issue, hence the responsibility of everyone. Every teacher is a teacher of every young person, including those with SEND or any other additional need. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes.

Objectives of SEND Policy

The School aims to provide a supportive environment in which all students have access to the widest possible educational and social opportunities. Entitlement to the National Curriculum is viewed as an integral feature of this premise.

Children with SEND are therefore the responsibility of all teachers who work towards enhancing the learning experience of these children in line with school aims.

In line with the expectations of Teacher Standard 5, teachers should adapt their teaching to respond to the strengths and needs of all pupils (Quality First Teaching):

- knowing when and how to differentiate appropriately;
- having a secure understanding of barriers to learning and how to overcome them;
- demonstrating an awareness of the physical, social and intellectual development of children;
- having a clear understanding of the needs of all pupils, including those with special educational needs (SEN), those of high ability, those with English as an additional language (EAL), those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

Any additional support will be flexible in order to respond to the needs of pupils and faculties and withdrawal of children with additional educational needs from some mainstream classes may be one facet of this support.

However, the basic philosophy of a broad-based, flexible support system across the curriculum for all pupils with additional educational needs is recognised as a fundamental principle in the school's response to such students. Wherever possible, integration of pupils with special educational needs into mainstream classes is encouraged and supported.

Coordination of provision for students with SEND

SEND Team Structure

- Assistant Headteacher / Strategic Lead - Dan Crosland
- SENDCo – Andy Purvis
- Senior Teaching Assistant (SEMH) - Michelle French
- Senior Teaching Assistant (Literacy) - Rich Oram
- Senior Teaching Assistant (Numeracy) - Suk Sarkar
- Senior Teaching Assistant (Communication & Interaction - ARMS) - Joanne Wilson
- Teaching Assistant - Jill Hammerton
- Teaching Assistant - Helen Mason
- Teaching Assistant - Danielle Elliott
- Teaching Assistant - Amy Driver
- Teaching Assistant - Ashleigh Armstrong
- Teaching Assistant - Kristy Martin
- Teaching Assistant - Jackie Coleby
- Teaching Assistant - Holly Harris
- Apprentice Teaching Assistant - Kate Gordon
- Apprentice Teaching Assistant - Catherine McConville
- Apprentice Teaching Assistant - Morgan Johnstone-French
- SEND Administrator - Maxine Dickinson
- Exam Concessions and Compliance Coordinator - Amanda Gowland
- Specialist Dyslexia Diagnosis - Caroline Ford

Senior Teaching Assistants

There are three strands to their role:

- Lead a SEND Specialism, aligned with a specific area of the COP, and its associated programmes;
- Be linked to a Faculty to support SEND intervention and teaching strategies, developing expertise in specific subjects;
- Be a Key Worker for a number of SEND students, maintaining regular contact with parents / carers.

Senior Teaching Assistants / Teaching Assistants - Faculty Support

- Be linked to support a faculty with **SEND intervention and teaching strategies**, developing expertise in specific subject areas;
- Work closely with Faculty Leaders to ensure teaching staff have the skills, knowledge, training and resources to differentiate appropriately to meet the needs of SEND pupils within their subjects;
- Work with class teachers to ensure SEND pupils engage in learning and make good progress;
- Promote SEND pupils' independent learning skills, self-esteem and social inclusion;
- Give support to SEND pupils through structured interventions, so they can access the curriculum, take part in learning and experience a sense of achievement.
- Become members of Faculty Teams, therefore they will attend faculty briefings, meetings and training events;
- Develop subject expertise within faculties to help with support and intervention;

- Work predominantly, (but not exclusively) with SEND pupils and subject teachers within the faculty (this will be determined through the SENDCO's initial and ongoing provision mapping)
- Be the first point of contact within a faculty for SEND support, to:
- Offer guidance to teachers on how they can differentiate planning and delivery of lessons to meet the needs of SEND pupils – suggesting specific strategies and tailored resources (this could be through faculty CPDL or on a one-to-one basis);
- Help teachers within the faculty to use and interpret information from Pupil Passports and Learning Plans;
- Help Programme Leaders to track the progress and achievement of SEND pupils within subject areas;
- Be a link between the Faculty Team and the SENDCO / SEND Team.

The Governing Body monitors the effectiveness of SEND. The link governor for 2021-22 is Vicky Mcleod. Governors are aware of the Code of Practice and the arrangements in school for responding to this.

Use of Teaching Assistants: Addendum to Teaching and Learning Policy

TAs can expect teachers to:

- Be aware of the school's expectations of how to deploy and prepare TAs and ensure their contribution to teaching and learning is consistent with our whole school aims.
- Know the respective roles and skills of TAs they work with most frequently and deploy them appropriately.
- Communicate adequate information and instructions about lessons ahead of time, and clearly specify TAs role in, and contribution to, each lesson.
- Provide opportunities for TAs to feed back after lessons and provide clear guidance on what information should be fed back.
- Respond in a positive and timely fashion to requests from TAs for information about lessons, pupils, curriculum, content. Instructional techniques or any other information essential to ensuring their effective deployment in lessons and contribution to learning.
- Discharge responsibilities to TAs that, as the lead professional in the classroom, belong to them.
- Recognise and reinforce TAs professional identity and their status within the school.
- Contribute to induction and training, supervision, and feedback to performance reviews for TAs.
- Request training and guidance in order to ensure they have the skills and knowledge to meet their professional duties and responsibilities as a teacher, in relation to deploying TAs appropriately.

The Senior Leadership Team and Teachers can expect TAs to

- Act in a manner that upholds the professional identity of TAs at Whickham School.
- Participate in the school's induction programme and performance review processes.

- Make the most of training and professional development opportunities to develop their knowledge and skills.
- Prompt teachers for pre-lessons information and to ask for clarification when required.
- Perform and interact with pupils in ways that are consistent with what the school expects from TAs in terms of their contribution to Teaching and Learning.
- Contribute to lesson planning and feedback at teacher's request.

Learning Liaison Time

On a regular basis there is an expectation that teaching staff and teaching assistants meet to jointly plan, discuss and reflect on how to best support individual classes. The Teacher/TA agreement template (next page) can be used to guide these discussions and document agreed support priorities. To make best use of the teaching assistant, they should be provided with a lesson plan, learning resources and an overview of the topics to be taught. It would also be beneficial to provide them with any key concepts or key vocabulary to be learnt.

Access for Students with a Disability

The school is committed to providing full disabled access. Ramps have been provided for demountable classrooms and for appropriate areas in the main block. Disabled toilet facilities are available in the main block and the new Sixth Form block. Full disabled access is available throughout the new building which opened in January 2020.

Allocation of Resources

Resources are allocated to pupils with SEND through additional staffing in the core subjects, providing a favourable student/teacher ratio. The SEND Team receives a budget for the provision of resources and operating costs.

Enhanced provision (Additional Resources Mainstream Provision (ARMS) is in place for students with a diagnosis of Autistic Spectrum Disorder (ASD) who have an Education Health Care Plan (EHCP). Placement in this provision is through the SEND Placement Panel through the Local Authority. Support is usually in mainstream lessons but some small group work is carried out with these students.

A specially designated suite of rooms in the Gibside site has been furnished and set up as a place where ASD students can come before school, at break-times, at lunch-times and after school. It is supervised at these times. Students may also access these rooms at other times during the day as necessary. JW is a senior teaching assistant with ASD specialism and will be the first point of contact for pupils, parents and staff who have specific queries related to ASD pupils.

Some pupils have access to additional literacy support. Some pupils attend withdrawal sessions when reading is taught using a multi-sensory approach. Reading and Literacy support is co-ordinated by the SENDCo.

All faculties have a responsibility to be aware of students with SEND when allocating budgets.

Identification, Assessment and Review procedures

As a school, we identify the needs of pupils by considering the holistic needs of the child, not just the special educational needs.

The **SEND Code of Practice** (DfE 2014) describes four main categories of need.

These are:

Communication and Interaction (e.g. speech / language delay, HI, features of ASD);

Cognition and Learning (e.g. moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia)

Social, Mental and Emotional Health (e.g. children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lacking concentration)

Sensory and / or Physical Needs (e.g. sensory, multisensory and physical difficulties)

All pupils who have a SAT score of less than 100 will be screened using Cognitive Ability Tests (CAT) to ascertain if additional interventions are required in year 7. Students who score in the below average range (Standard Age Score of 85 or less) have their reading tested by further in depth testing using a range of diagnostic assessments.

Reading progress is reviewed by re-testing with age appropriate reading tests at the end of each academic year. We also have additional baseline testing in the form of Accelerated Reading STAR tests which are conducted at three different intervals during the academic year in years 7, 8 and 9.

A list of pupils with SEND, along with a brief description of their level of functioning, is circulated to all faculties and pastoral leaders. This is in the form of a register which is updated throughout the year. All staff have access to the current register which is held on the staff shared area.

More detailed information on pupils with SEND is provided on Class Charts in the form of Pupil Passports and Learning Plans:

Pupil Passports have significant input from the pupils themselves and are presented from their perspective. This allows members of staff to know them more personally and holistically in order to break down any barriers. Information includes - area of need, what people admire about me, what makes me happy at school and at home and how I want to be supported.

Learning Plans are documents which provide specific guidance on how pupils' needs may manifest themselves in lessons and what strategies can be put in place to support. They detail specific information about pupils' diagnoses (or, 'area(s) of concern') and includes targets, desired outcomes and specific strategies and provisions.

The monitoring of the progress of SEND pupils is carried out by the relevant faculty Programme Leader, in conjunction with the SENDCo and overseen by the AHT / Strategic Lead.

Any child whose academic performance is giving cause for concern can be referred to SEND, for in-depth assessment. This assessment is carried out by SEND staff using a variety of techniques including:

- Norm-referenced tests
- Diagnostic tests
- Observation
- Analysis of written work
- Reference to other available data

Information and advice will then be circulated to the child's teachers, faculty and pastoral leaders. The SENDCo, in conjunction with Pastoral Leaders, will follow up each child who has been referred, in order to monitor progress.

Pupils whose social, physical and emotional development is giving cause for concern will be referred, in the first instance, to the appropriate pastoral leader who will then liaise with the SENDCo and external agencies as appropriate in order to establish suitable provision.

A staged procedure of identification and assessment in line with the Code of Practice is followed.

Access to the curriculum for SEND students

All students follow a balanced and broadly-based curriculum, including the National Curriculum.

Each faculty has developed a differentiation policy to facilitate pupils' access to their subjects.

Appropriate materials or suggested resources may be produced by the SEND Team at the request of faculties.

Existing materials may be adapted by the SEND Team.

Each faculty has a designated SEND link teacher who will liaise with the SENDCo when issues arise within faculties. The SEND link teachers will also be responsible for cascading important SEND information to their teams when necessary.

There is SEND representation at every pastoral team meeting for each year group.

SEND training for the whole staff has been built into the school's CPDL Programme and bespoke CPDL can be provided for faculties as requested.

Integration of students with SEND in the school

Wherever possible, pupils are integrated into mainstream classes. Pupils with SEND are integrated into all school activities and have access to all those areas available to pupils without additional needs.

Criteria for evaluating success of SEND pupils

- Are pupils' needs identified and are all teachers made aware of those needs?
- Is expected progress made by SEND students?

- Is this recorded and monitored by faculties and AHT?
- Does assessment of SEND pupils inform teaching practice?
- Do pupils improve basic skills in literacy and numeracy?
- Are faculties aware of SEND pupils and their needs? Is this knowledge reflected in faculty policy, schemes of learning and teaching styles?
- Are students offered an appropriately-differentiated curriculum?
- Are outside agencies used to enhance and support the school's response to SEND as appropriate?

Use of Facilities and Teachers from outside school

Support and advice are obtained from the Educational Psychological Service and there is close liaison between the school and this service. The service is consulted where concerns are expressed about a pupil's academic progress and/or behaviour (SEN support). Advice is taken and individual programmes are set up for students as necessary. The psychologist's assessments of pupils gives valuable in-depth information about the level of a child's functioning and this is circulated to staff as necessary.

Behavioural support is obtained in accordance with the school's policy where a pupil's behaviour is affecting their progress or that of their peers. This is accessed after consultation with pastoral leaders.

The school has links with the Service for the Hearing Impaired which offers support within school where necessary. This support is accessed through the SENDCo in conjunction with pastoral leaders.

The school also has links with the support service for pupils who have specific learning difficulties which offers in-school support as necessary. This support is accessed through the SENDCo.

CVF holds a postgraduate certificate in specific learning difficulties-dyslexia and is able to assess pupils who are referred for dyslexia.

In addition, the school has links with the support service for autism. This operates on an individual basis and is accessed through the SENDCo.

The school has links with the service for physically disabled students. Advice and resources are made available as appropriate. This support is accessed via the SENDCo.

INSET may be provided by all these services as required.

Partnership with parents

Parents of pupils who have been identified in Year 7 are informed of the nature of the difficulties experienced by the students and the provision for supporting them in school. Students on SEND Support (K) in the primary school are monitored and formal review meetings are held in the Summer term.

All parents of pupils who receive additional support and/or intervention (Years 8-13) are informed of the support arrangements for their child. This is communicated to them during the Autumn term.

Parents are encouraged to support the Team by ensuring that pupils read regularly and for pleasure at home.

Parents are welcome to come to school to meet with the SENDCo (and any other appropriate SEND staff) to discuss their child's progress and any concerns they may have. Emphasis is placed on joint responsibility leading to a cohesive, coherent approach, along with the recognition that parents have an important part to play in their children's education.

The appropriate SEND staff aim to attend all parents' evenings and contribute to meetings for prospective parents and Year 7 'Meet the Tutors' events.

Links with other schools, including arrangements when students change schools or leave school

Links are fostered with other mainstream schools.

The SEND Team is invited to Year 6 Annual Reviews of pupils transferring to Whickham School.

Links with primary schools are also fostered through transition projects and through meetings.

When students with SEND change school, records are passed on to the new school in the same way as for any pupil.

When a pupil with SEND enters this school, records are passed to the relevant pastoral leaders and the SENDCo who circulate advice to staff as appropriate.

When pupils with SEND come to leave school, they will have experienced the careers programme which is available to all students. Advice from the Careers Service (Single Point of Access) for students with Education Health Care Plans (EHCP) is also available.

There is the opportunity for two-way communication with the local colleges should this be required.

Links with Health and Social Services, Educational Welfare Services and Voluntary organisations

Contact with these agencies is accessed through pastoral leaders. They will be contacted where concerns are expressed about a child's welfare, attendance at school and where other factors necessitate outside involvement.

Policy Review

Last reviewed	By who
August 2021	D Crosland

