

# North Halifax Grammar School

## SEND Policy



<b>Approved by:</b>	Full Governance Board
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<b>Next review:</b>	Spring Term 2019
<b>Policy owner:</b>	Vice Principal – Behaviour, Safeguarding & Inclusion

This policy complies with the statutory requirement laid out in the SEND Code of Practice (September 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 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Disability Equality Scheme and Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENDCo, in consultation with the Vice-Principal responsible for Inclusion and the governor responsible for SEND.

### **Definition of Special Educational Needs (SEND)**

- 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.
- 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

### **Disabled Young People**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

*Taken from: 'Special educational needs and disability code of practice: 0 to 25 years' 2014*

### **Guiding Principles**

North Halifax Grammar School's motto is 'Living to Learn, Learning to Live' and the Ethos Statement includes the following values which the school encourages all students to demonstrate: Enthusiastic, Enquiring, Engaged, creative, Collaborative, Committed, Mannerly, Mindful, Motivated. North Halifax Grammar School believes that it has a duty to ensure all pupils:

- achieve their best
  - become confident individuals living fulfilling lives, and
  - make a successful transition into adulthood, whether into employment, further or higher education or training
- 1.1 The school is committed to ensuring that all young people get the support they need- this means doing everything we can to meet young people's SEND
  - 1.2 The school accepts and believes that students with special educational needs and/or disabilities should be integrated fully into all aspects of the school, and this should be done without stigma, prejudice or discrimination.
  - 1.3 The school recognises that in order to identify, assess and provide effectively for students' special educational needs and/or disabilities there should be the greatest possible degree of partnership between staff, the school, and other outside agencies.
  - 1.4. The school recognises that some young people have special educational needs/ disabilities that will range in severity and in origin either throughout, or at some time during their school

- careers, and that these needs must be addressed and provided for in a wide variety of ways.
- 1.5. The school accepts that all young people, including those with special educational needs/ disabilities, should have an entitlement to the greatest possible access to a broad and balanced education, including the National Curriculum.
  - 1.6. The school, in meeting the special education needs/disabilities of its students, will have full regard to the views of the parents.
  - 1.7. The school recognises that all staff have a duty to meet the needs of students with SEND. The school also recognises that early- intervention is key. All staff will be alert to the possibility of emerging difficulties and will respond immediately. Support will be implemented immediately, rather than waiting, for example, for a diagnosis. This support can both help identification of need and can be adapted/developed as needed.
  - 1.8. The school is fully committed to working with young people and their parents and/or carers as 'partners', listening to their opinions and working with them to find the most effective way to offer them the support they need.

### **Principles into Practice: a Whole School Approach**

All members of staff have a part to play in meeting the Special Educational Needs/Disabilities of our students. The following factors all contribute to successful special needs education and it is the responsibility of all staff individually and collectively to bring them about:

- A curriculum differentiated to meet individual needs
- Appropriate resources and equipment
- Extra, tailored support as needed
- Positive, solution-based attitude
- Ethos of acceptance, awareness and understanding
- Ethos of challenge and high expectations for all students
- Ethos of working in partnership with parents/carers
- Utilising of advice, support and training from specialist teachers and external agencies.
- Understanding of special needs, and their educational, social and personal implications.
- Support put in place as soon as it is needed, rather than waiting for, e.g. a formal diagnosis (it is recognised that a student's response to support can further support identification of his/her needs).

### **The Role and Responsibility of Teaching Staff**

It is recognised that all teaching staff have a duty to ensure that young people with SEND are supported effectively. Teaching staff must:

- Plan differentiated lessons/provide differentiated resources for students. (This includes planning lessons where potential areas of difficulty have been identified and addressed, so that barriers to learning are removed)
- Use their expertise to engage/ meet the needs of all students
- Monitor/assess the progress of students. Set ambitious targets for all students
- Liaise with parents
- Use information provided e.g. through One Page Profiles/ EHC plans
- Stay fully up to date with and be aware of the needs of pupils
- Ask advice of the SENDCo if their own strategies are not resulting in the progress required

### **Identifying SEND**

- 1.1 The opinions of and information given by previous schools, parents, other agencies (as appropriate) and the pupil will be fully taken into account
- 1.2 We will assess each student's skills and attainment on entry and use this to spot early indicators of SEND
- 1.3 The progress of all pupils is monitored regularly and this will be used to support identification of SEND

- 1.4 Teaching staff will identify young people with potential SEND, following quality first teaching, implementing strategies and working with parents/ students and will liaise with / refer to the SENDCo over this. The SENDCo will then investigate further, by, for instance, talking to all the student's teachers; talking to parents and the student; observing and gathering evidence
- 1.5 All students are currently screened for dyslexia and Specific Learning difficulties in year 7. We are planning to extend this to year 9 and year 12 as well.

It is recognised that early identification of SEND is key. North Halifax Grammar School also believes that support should be given at the earliest possible opportunity, rather than, for example, waiting for a diagnosis. This support can then be adapted/developed as appropriate.

### **Broad Areas of Need**

North Halifax Grammar School recognises four broad areas of need, as detailed in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2014':

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or Physical needs

Where possible, we endeavour to meet each young person's needs within the classroom through high quality teaching. However, if a young person is not making expected progress, the parent or teacher may feel that more action needs to be taken. In conjunction with the SENDCo, appropriate SEND Support will be implemented through the use of a graduated process, as recommended by the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014.

### **SEND Support**

North Halifax Grammar School has a graduated approach to support. This follows the steps as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014. The steps to this approach are:

#### **Assess**

- After identification of a potential issue, the SEND team will carry out a clear analysis of the student's needs (including identification of barriers to learning). This will draw on information from all the student's teachers, his/her parents, his/her opinion, outside agencies, as appropriate and previous information. It will also include comparison of the young person's progress against expected progress, peers and national data.

#### **Plan**

- Parents will be formally notified if a student is provided with SEND support (though they will have been involved earlier: this will be a formal notification)
- The SEND team, will liaise with teachers, parents and the pupil, to agree the outcomes sought and support needed
- Teachers will be responsible for implementing strategies and working towards outcomes, with support from the SEND team/SENDCo as appropriate
- A 'One Page Profile' or a 'statement of support' (whichever is more appropriate) will be produced which will detail these strategies. Each of the student's teachers will be given this profile

#### **Do**

- Strategies are implemented
- Review date agreed

#### **Review**

- The effectiveness of the strategies/support/intervention and their impact on the student's progress is reviewed

- The impact and support of the interventions/strategies/support is evaluated (this includes feedback from parents/students)

If the young person is now making expected/good progress, the effective strategies will remain in place and will continue to be reviewed as required.

Where, despite the school taking 'relevant and purposeful action' to identify, assess and meet the SEND of a young person, the young person does not make expected progress, the school, in partnership with the parent/carer and young person, will consider requesting an Education, Health and Care needs assessment.

### **EHC Plans**

Where a pupil has an EHC plan (or retains a statement of Educational Needs), the school will cooperate fully with the Local Authority and other relevant partners in implementing and reviewing the plan.

### **Involving Specialists**

The school will contact an outside specialist whenever it is felt it is in the best interests of the young person to do so (in consultation with parents/carers and the student). We regularly work with specialists from the following services:

- Child Adolescent Mental Health Services
- Autistic Spectrum (Dis)Order service
- Specialist Inclusion service
- Family Support services
- Calderdale Youth workers
- Calderdale Parent and Carer's Council
- Noah's Ark counselling services
- Barnado's
- Insight
- School Nursing team
- Access team (supports pupils with independent travel)
- Occupational Therapy

As our pupils travel to school from a wide geographical area, we regularly work with services from both within Calderdale and neighbouring areas.

### **Transition**

North Halifax Grammar School recognises the importance of effective transition for all students, including, and often particularly for, those with SEND.

#### **Year 6- 7 transition**

All pupils are welcomed to school for a 'moving up' day, where they get to look around the school, try out classes and become more familiar with the environment and structure of the school day. Visits are made to primary schools and information from primary schools is utilised. The school is committed to providing individual tailored transition support for students with SEND when needed. The SEND team will work with parents, the young person and staff from the primary school to assess need and create an individual transition plan.

#### **Mid-year/term School moves**

The school is committed to offering tailored transition support for young people who decide to join/leave the school at any point during their school career. The SEND team will work with parents, the young person and staff from the relevant school to ensure transitions are as smooth and effective as possible. The school is committed to sharing information with other professionals as appropriate and in discussion with parents and the young person involved.

## **Yearly transitions within school**

The school recognises that some pupils with SEND need extra support to manage the changes involved when moving up years. The school is committed to ensuring this transition is as smooth and as effective as possible. School recognises that in order to ensure this, support which is tailored to each young person needs to be given. The SEND team will work with the young person, parents and other relevant professionals to ensure this.

### **Year 9-10**

Individual, tailored support, as appropriate, will be given to young people when they move from Lower to Upper School and as they make their 'option choices.' The SEND team will work with the young person, parents and other relevant professionals, including our careers' officer, to ensure this.

### **Year 11 and beyond**

The school is committed to ensuring that all young people make good, effective decisions about their futures in year 11. The SEND team will work with parents, the young person and other relevant professionals, to ensure that young people have support to move into e.g. sixth form, college, training, apprenticeships, etc. successfully.

### **Year 13 and beyond**

The school is committed to ensuring that all young people make good, effective decisions about their futures in year 13. The SEND team and sixth form staff will work with parents, the young person and other relevant professionals, to ensure that young people have support to move into e.g. University, college, training, work, apprenticeships etc successfully.

The school is committed to sharing information with other professionals as appropriate and in discussion with parents and the young person involved.

## **Careers Guidance**

The school is committed to providing careers guidance for all pupils and works closely with Calderdale and Kirklees Careers Service who provide an advisor who works in school regularly. For those pupils with SEND who need extra support, the SEND team will work with the careers advisor, the young person and parents, to offer advice and support. Person Centred planning tools are used as and when appropriate.

## **Student Support Assistants in Class**

Student Support Assistants work with students in class where it is in the young person's best interest that they do so i.e. it has been considered that this is the best way to support them to progress.

The general objectives of in-class support are:

- To give direct learning support to an identified student/students
- That SSAs in this role will be careful not to make the pupil over-reliant on support and to not isolate them from peers
- It is recognised that SSAs in this situation may also give support to other students within the group who may need help occasionally
- SSAs are under the direction of the class teacher, who will liaise with them in order to utilise them fully
- SSAs may be used by the teacher to support other students so that the teacher can spend more time with the student with SEND

## **Interventions run by Student Support Assistants**

- North Halifax Grammar School believes that our students benefit most from being in class, taught by teachers. Interventions therefore take place outside of class time e.g. during registration, at lunchtime and after school as appropriate.

- Interventions are tailor-made to the individual after consultation with the student, teachers, parents/carers and the SENDCo. Student Support Assistants record interventions on a 'APDR' form (Assess, plan, do, review), which is kept on each child's record.

## **Funding**

All schools have an amount identified within their normal budget, called 'Notional SEN budget'. Schools also receive extra funding for students who have Statements of Educational Needs/ Educational and Health Care Plans.

## **Recording**

All students who have SEND are included on the SEND register, under 'K' – SEND Support, or as having an EHC (or statement if still applicable). All teachers are made aware of the pupils who are on the SEND register.

School also records interventions, support and strategies on 'CPOMs' which is a secure data-recording system. Confidential information is recorded on this system, as only authorised staff members can access all areas. Details of a young person's SEND and key documents such as 'One Page Profiles' or 'Statements of Support' are also recorded on 'SIMs', a computer recording system, which allows all teachers access to vital information.

## **Managing Students Needs on the SEND Register**

The SEND register is the responsibility of the SENDCo. The register is updated on an ongoing basis and considers information from teachers, Student Support Assistants, parents/carers and students. North Halifax Grammar School includes all students with SEND on the register, including those with dyslexia/ Specific Learning disabilities. Although these students often have their needs met within the classroom, by quality first teaching, the school feels that inclusion on the register is an effective way of ensuring that individual needs are met by tailored responses. In our school we challenge our highly able students to do the very best they can and knowledge and understanding of ways of learning is vital information for teachers. The SEND register is a comprehensive and effective way of ensuring this for these students. However, where students start to make expected progress and intervention strategies are not deemed necessary then consideration will be given to removing the student from the SEND register. This decision will be taken in consultation with teachers, teaching assistants, parents/carers and students.

## **Supporting Students at School with Medical Conditions**

- The school recognises that students at school with medical conditions should be
- properly supported so that they have full access to education, including school trips
- and physical education. Some students with medical conditions may be disabled and
- where this is the case the school will comply with its duties under the Equality Act
- 2010.
- Some may also have special educational needs (SEN) and may
- have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **SEND Information Report**

The School produces a 'SEND information Report' which will be published on the school website. It will be reviewed and approved by the school's governing body. This will be updated at least yearly.

## **Admission Arrangements:**

Admission to school is by performance in the admission tests. If NHGS is named as the preferred secondary school in a year 6 review statement (Or EHC review) then this may be considered, if relevant, as an oversubscription criteria. Exam concessions for the entrance exams are arranged via the School's Examinations Officer. These concessions vary from: a prompter, an amanuensis, a reader, use of modified exam papers, use of a word processor, rest breaks and extra time

## **Access Arrangements (Exam Concessions) at KS3, KS4 and KS5:**

The SENDCo, alongside the School's Examinations Officer, ensures that access arrangements are granted for young people, as appropriate. These concessions vary from: a prompter, an amanuensis, a reader, use of modified exam papers, use of a word processor, rest breaks and extra time. We use a screening tool to help identify students who may need these arrangements, as well as formal assessment by a fully qualified assessor, who comes into school as needed. All teachers are trained on how to identify students who may need arrangements, and there is a well used referral process in place, which involves partnership work with both students and parents/carers. JCQ regulations are adhered to in all arrangements.

### **Complaints Policy**

Complaints regarding SEND pupils will follow the same procedure as with all other students. Please see separate 'Complaints Policy'.

### **CPD**

The school is committed to providing opportunities for Continuous Professional Development for all of its staff. The school recognises that all teachers need to be trained in SEND. School offers a programme of in-house training opportunities for teachers throughout the school year. These focus on high level teaching as well as training on specific SEND issues. CPD is also linked clearly to Appraisal, so that teachers and their supervisors can identify where further training would be beneficial.

### **Monitoring and Evaluation of SEND**

Evidence of the effectiveness of this policy will be shown by:

- Ongoing teacher and SSA observations of the students in the daily classroom setting.
- Results of interventions, as identified on the APDR forms.
- Evidence of progress towards targets on monitoring records (including Post Monitoring Action Plans)
- Discussion with the student about their progress
- Discussion with parents about the child's progress
- Discussion with outside agencies about the students' progress.

Criteria for evaluation of the policy will be identified through:

- The extent to which the policy has been translated into department procedures and practices.
- The extent to which targets identified on APDR and EHC plans are achieved
- Parental satisfaction

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify students with SEND as early as possible
- making use of good practice in planning for, teaching and assessing students with SEND
- providing additional intervention if progress is not adequate
- having a positive and effective partnership with parents
- encouraging a Multi-disciplinary approach whenever possible/appropriate

### **Appendices**

Please refer to the:

- SEND Information Report
- Disability Equality Scheme and Accessibility Plan
- Anti-bullying policy
- Complaints Procedure
- Children Looked After
- Pupil Premium
- Local Offer



## Appendix A

### The SEND Team

The SEND team is key to ensuring young people with SEND are fully and effectively supported in school

Role	Name	Key Duties
Governor with oversight of the school's arrangements for SEN and Disability	Roger Hartley	<ul style="list-style-type: none"> <li>To challenge school on SEND provision in order to ensure the most effective provision possible is provided.</li> </ul>
SENDCo	Jo Alexander	<ul style="list-style-type: none"> <li>To have day to day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual students with SEND, including those with statements/EHC plans.</li> <li>To advise on the graduated approach to providing SEND support</li> <li>To provide professional guidance to colleagues</li> <li>To work closely with staff, parents and other agencies</li> <li>To manage the team of SSAs</li> <li>To ensure that the school keeps the records of all students with SEND up to date.</li> </ul>
Deputy SENDCo	Charlotte Willis	<ul style="list-style-type: none"> <li>To ensure that students with SPLD achieve their potential</li> <li>To ensure the school's responsibilities are met under the Equality Act (2010) with reference to reasonable adjustments and access arrangements</li> </ul>
Senior SSA	Bev McMillan Full time Mon-Fri	<ul style="list-style-type: none"> <li>To oversee day to day timetables of SSAs</li> <li>To be part of 'on call' team.</li> <li>To oversee day to day smooth running of interventions and support</li> </ul>
Student Support Assistants	Rachel Smith, Jamie Downing, Kevin Anderson Full time  Tessa Lawson 0.8, Lalia Lopez 0.8 Eloise Lotz 0.6	<ul style="list-style-type: none"> <li>To support individual young people in classroom settings, as needed</li> <li>To provide tailored support/intervention to small groups/ individuals as needed</li> <li>To provide students with support during unstructured times such as e.g.break/lu break/lunch</li> </ul>

Role	Name	Key Duties
Wellbeing and Engagement Officer	Catherine Booth (Full Time)	<ul style="list-style-type: none"> <li>• To provide support for students with social, emotional and mental health difficulties – up to Tier 2.</li> <li>• To work with students individually or in groups and to advise staff on the best way to support these pupils.</li> </ul>
Welfare Officer	Nicola Lamb	<ul style="list-style-type: none"> <li>• To write and implement medical care plans</li> <li>• To administer First Aid</li> <li>• To offer universal and Tier 1 support for students with social, emotional and mental health difficulties</li> </ul>