

Special Educational Needs and Disabilities Policy (SEND)

Approved by: Board of Trustees

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender, or sexuality. We strive to ensure access for all to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

The Student Care Teams mission statement is: "Making it possible for everybody, regardless of difference in mind or body, to be part of our school community, find their own personal space in society and achieve their potential."

At The Duston School we believe that Inclusion means the continuous process of increasing the presence, participation and achievement of all children, young people, and adults in the local community.

The governors and staff recognise that learners may have additional needs throughout or at any time during their school career. Staff will take into account planning for students' individual needs. The provision made therefore enables students to participate effectively in all curriculum and assessment activities in addition to broader aspects of school life.

The aim of this policy is to set out our commitment to an inclusive learning environment.

- To ensure the early identification of needs and integrated Early Help
- To create an environment that meets the individual needs of all learners removing barriers to learning for all within our means of resources
- To ensure that all students have equal access to a broad, adapted or inclusive curriculum, balanced to prepare pupils for adult life or the next stage of their journey
- The curriculum is successfully adapted to be ambitious and meets the needs of all children which includes their independence and aspirations
- Reading and communication are at the heart of the curriculum, approaches to teaching and learning are underpinned by the development of reading.
- To ensure that all students take as full a part as possible in all school activities and fulfil their potential
- To encourage students to develop confidence and self-esteem and to recognise the value of their own contribution to their learning
- To ensure that parents/ carers of students with additional or different needs are kept fully informed of their child's progress and attainment and are engaged in effective communication
- To ensure that students are fully involved in their learning and in decisions affecting their provision
- The Child and family voice is of paramount importance to us

At The Duston School we have adopted a whole-school approach to Inclusion policy and practice which is dependent on shared responsibility and partnership between all staff. The SEND Code of Practice (2015) makes it clear that all teachers are teachers of students with special educational, additional or different needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They 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 which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools in England.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO in the Secondary phase is Miss A Thomson

The Deputy SENDCOs in the secondary phase are Mrs D Gioia, Mrs S. Wass and Mrs N O'Brien.

The SENDCO in the primary phase is Miss M. Cassidy.

They will:

- Work with the Principal, Assistant principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality adaptive teaching
- Advise on the graduated approach to providing SEND support, Assess Plan Do Review
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous settings and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including but not limited to:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous information and their Key Stages, where appropriate. Class teachers in the primary phase and subject teachers in the secondary phase, will make regular assessments of progress for all pupils. The SENDCO will support middle leaders and class teachers to identify those who may require additional provision/SEND support. Class teachers are supported to utilise assess, plan, do, review model and further support provided by SENDCO where required.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. In both the primary and secondary phase there are calendared SEND review meetings for parents to meet a

member of the SEND department to review their child's learning plan and provision map, twice per year.

Throughout the academic year, the SENDCO/Assistant SENDCO in conjunction with Heads of Year and Senior Leaders will update the Inclusion Register, as necessary. All subject and class teachers will be issued with a list for each of their classes of students who have additional needs (SEND, EAL). This is available to all staff via class-charts. Data generated as a usual discourse of the academic tracking process will be used along with EYFS profile trackers to track individual and identified groups to establish progress made. If, despite interventions, progress is below expected levels, placement on the Inclusion register may be considered. During terms 1, 3 and 6, Year 3, 4, 5, 6, 7, 8, 9 and 10 students will be tested for accurate reading and spelling ages and will support in determining whether placement on the register is still appropriate.

EYFS, Y1 and Y2 children are continually assessed throughout their learning using the Read Write Inc programme for reading and spelling

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- We take into account the child and parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record/passport. We will formally notify parents when it is decided that a pupil will receive SEND support or whether their child no longer meets the criteria outlined in section 3 (definitions).

In the primary phase parents are invited to meet with a member of the SEND department or team to review their child's passport / learning plan and provision map during calendared SEND review days, twice per year. In the secondary phase parents have access to weekly parent meetings with the SENDCo.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- Pupil voice
- Advice from external support services, if relevant
- Assessments will be carried out regularly to ascertain progress towards desired outcomes and to make adjustments to support if required.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support to be provided, and any teaching strategies or approaches that are required via a pupil passport/learning plan. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The Duston School uses provision mapping as a strategic and practical tool to promote the achievement and inclusion of all children. Provision mapping links with the school improvement cycle and facilitates the strategic planning of provision on the basis of qualitative and quantitative data analysis produced as a course of the academic cycle. It supports the analysis of student achievement and enables effective planning and target setting. The Duston School uses Provision Maps to provide an overview of provision throughout the school. At a glance you can see what is happening across all year groups/key stages. They allow the range and pattern of support to be transparent to staff, parents/carers, governors, and external agencies. Used in the self-evaluation process they highlight gaps, or repetitive support that may be failing.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Children with special educational needs joining us in EYFS will be supported in their transition and we will liaise with the child, their parents, nurseries, childminders, and any external professionals working with the child. Children joining the primary phase at any stage of their educational journey will be supported in their transition and we will liaise with the child, their parents, and the previous primary school.

Vulnerable students with special education needs joining us in Year 7 from other primary schools will have been invited to an additional settling in transition day. This will enable them to familiarise themselves with accessing support in secondary school and introduce them to key members of staff.

Children transitioning from EYFS to KS1, KS1 to KS2 and KS2 to KS3 will be supported in their transition and we will work with the child, their parents and any external professionals working with the child. Students transitioning from KS4 into KS5 will be reviewed by the Head of Key Stages to ensure that the students' needs are still being met.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class and know that every teacher is a teacher of SEND.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils through questioning and individual support where needed.

We will also provide the following interventions where deemed appropriate:

- Extra adult support in lessons, which involves consideration and adapted materials, adapted teaching and learning strategies
- Different grouping for teaching purposes
- Short term targeted support with HLTA's/specialist teachers or outside agencies
- Alternative curriculum arrangements and or qualification routes
- Personalised learning
- Any other individual arrangements/interventions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Sequencing our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adjusting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

In the secondary phase we have subject specialists who deliver interventions such as Direct Instruction for literacy and numeracy catch-up. In the primary phase we have teachers and teaching assistants deliver targeted interventions for reading, writing and maths. There are a number of teaching assistants/HLTA's in both the primary and secondary phase who support with academic interventions, behaviour management, stress management and emotional health support.

Teaching assistants/HLTA's will support pupils when deployed by the SENDCO

Teaching assistants/HLTA's in the Positive Impact Centre (PIC) will run programmes of support for pupils in small groups and 1:1 when students require additional support in managing their own feelings and behaviours

We work with the following agencies to provide support for pupils with SEND:

- Northamptonshire's Children's Trust
- Educational Psychologist
- Speech and Language therapists
- West Northamptonshire LA EHCP team
- Early Help Assessment Team
- SEND Support Service (SSS)
- Social, emotional, and mental health (SEMH) panel
- Child and Adolescent Mental Health Services (CAMHS/MHST)

5.9 Expertise and training of staff

Our SENDCo has successfully completed their SENDCO qualification. Our primary phase SENDCO has successfully completed their SENDCO qualification. SENDCo's in both the primary and secondary phase undertake regular training in order to continually develop in lines with the local and national updates.

Teaching staff undertake regular training through half-termly SEND briefings focusing on updating staff on legislation, specific learning needs and student updates. Ongoing training and support for middle leaders has been in place each half-term to ensure that all levels of leadership are accountable for the provision and outcomes of our SEND pupils.

SEND CPD is delivered to all staff during inset days and the SENDCO delivers training sessions to all new staff and ECTs as part of the induction process. In the secondary phase there is also a termly SEND agenda focus within faculties to discuss systems, processes and to provide further training and reflection.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals and target grades
- Reviewing the impact of interventions
- Using pupil/staff/parent questionnaires and SEND parent meetings.
- Monitoring by the SENDCO / pastoral teams
- Using provision maps to measure progress
- Holding annual and mid-year reviews for pupils with statements of SEND or EHC plans
- Reviewing attainment outcomes
- Reviewing attendance
- Quality assurance through the Strategic SEND lead (SLT)

The effectiveness and appropriateness of the policy will be continuously monitored by the SEND strategic lead, SENDCO in both phases in conjunction with a SEND Representative from the Governing Body using clearly defined criteria. The use of resources, identification, programme planning, student progress, student participation, parents/carers as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly. In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in accordance with the changes in SEND legislation in order to both update the policy and to plan further improvements and development.

5.12 Enabling pupils with SEND to engage in all school activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

- With regards to coordinated admissions arrangements, students with an EHCP who name The Duston School are granted a place following consultation with the local authority where the school confirms that we can effectively meet the students' needs.
- In year admissions follow the same admissions criteria for EHCP students.
- Disabled facilities are found in each corridor of the school building to ensure that disabled students have access to the facilities that they require.
- The school's accessibility plan is found at the following link

[The Duston School - Key Documents & Policies](#)

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the schoolhouse system
- We have a zero-tolerance approach to bullying.
- We have a number of small group interventions that run within our Positive Impact Centre
- We work in partnership with external services

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the student's form tutor/class teacher and SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Duston School work with a number of external agencies to ensure that the correct level of support is in place.

We have a linked Educational Psychologist who observes / meets with students, and parents if we feel there is a need. We also have a linked Autism Outreach worker who can be referred to with any ASD concerns. On top of these linked agencies, we also refer to and work closely with:

- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)
- Specialist Support Services SEND (SSS)
- Service 6
- Lowdown Counselling Service
- Information Advice Support Service (IASS)
- Educational Entitlement Team (EIPT)
- Hospital & Outreach Education
- Occupational Therapy
- Speech & Language
- CAN – drug and alcohol awareness support
- Child and Adolescent Bereavement Service (CABS)
- Adverse Childhood Experiences (ACE)
- Autism Concern
- ADHD Matters
- SEMH Social, Emotional, Mental Health Panel
- Higher Needs Funding Panel
- 0-19 service – Community Paediatrician
- Referral Management Centre

These services are contacted when necessary and appropriate, according to your child's needs.

Regulation 11: The contact details of support services for the parents of pupils with special educational needs and disabilities

Please see below for further contact details for these services:

Northampton Parent Partnership Service:

www.iassnorthants.co.uk or telephone Helpline: 03001261039 (10am - 5pm Mon, Weds and Fri); Email: sendiass@westnorthants.gov.uk

Northamptonshire County Council Special Educational Needs:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/Pages/default.aspx>

Education Entitlement Service (including Autism Outreach, Hearing and Visual Impairment Service):

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/Pages/default.aspx>

Child and Adolescent Mental Health Service(Camhs):

<https://www.westnorthants.gov.uk/directory/local-offer/3cdf566b-f8c5-4895-beae-aafca48944ca>

Specialist Support Service SEND (SSS)

<https://www.westnorthants.gov.uk/specialist-send-support-services>

Specialist Support Service Parent Consultation

www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/SEND-support-service.aspx

Specialist Support Service Workshops

<https://www.westnorthants.gov.uk/specialist-send-support-services/send-support-service-courses-parents-and-carers>

Youth Works Triple P Online Parenting Course

<https://www.youthworksnorthamptonshire.org.uk/other-services/triple-p-online-referral/>

Lowdown Counselling Service

<https://thelowdown.info/send-referral/>

Adverse Childhood Experiences (ACE)

<https://www.northantspfcc.org.uk/the-early-intervention-family-support-service/>

Northampton Parents Forum Group

<https://www.npfg.co.uk/>

Autism Concern

<http://www.autismconcern.org/>

Autism Midlands

<https://www.autismeastmidlands.org.uk/family-child-services/northamptonshire/>
(Local ASD charity)

5.17 Contact details for raising concerns

In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed.

For Secondary phase SEND concerns please contact the SEND team – **Miss Thomson- SENDCO and Mrs Gioia, Mrs O'Brien and Mrs Wass (Deputy SENDCo's)** - send@thedustonschool.org

For Primary phase SEND concerns please contact the SENDCO – **Miss Cassidy**.

The school has a formal complaints policy which can be found on the website.

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.westnorthants.gov.uk/local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year or if there are any changes to statutory policy.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Health and Safety